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FORMERLY CHILD WELFARE

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THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

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To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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CONCERNING CONTRIBUTORS

JOSEPH GARLAND, M.D., writes with authority on "Summer-Time—a Healthy Time for Babies," and on the early days in Boston when summer took its seasonal toll among very young children. For years Dr. Garland has been an outstanding pediatrician in Boston, where he is physician to the Children's Medical Department of the Massachusetts General Hospital; consulting pediatrician of the Massachusetts Eye and Ear Infirmary; instructor in pediatrics at Harvard Medical School. Doubtless he will be remembered for his popular article called "The New Baby Arrives," which appeared in this magazine early last year, and for his books on *The Youngest in the Family* and *The Road to Adolescence*.

To give some idea of what sort of person MARIAN WARREN MOORE is, perhaps a bit from her most recent letter to the editorial offices will be most descriptive: "I am happiest when school is out and I have roller skating going on in the basement, music practicing in the library, and tap dancing upstairs." Mrs. Moore also tells us that she taught school just long enough to find herself arrayed subconsciously forever with the teachers instead of the mothers. Readers will find her article, "Recreation . . . on the Family Plan," delightful. The Moores live in Painesville, Ohio.

The author of "Does the Public Get What It Wants at the Movies?," EDGAR DALE, has made revealing investigations of the motion picture situation. Dr. Dale was born in Benson, Minnesota. Since 1929 he has been research associate and assistant professor of education in the Bureau of Educational Research at Ohio State University.

Our readers will undoubtedly remember BERYL YANCEY's article, "Practicing Made Pleasant," which appeared in the NATIONAL PARENT-TEACHER MAGAZINE last September. For this issue Miss Yancey has writ-

ten "Is My Child Old Enough for Music Lessons?" which will be equally helpful. The author, who is a piano teacher, points out the many pathways along which the average mother can guide her child toward a real understanding and love of music.

Mrs. E. R. Weeks, one of the earliest workers in the National Congress and still taking an active part in the Missouri Congress, has suggested the following biographical note about LOVELLE HELTON FELT: "Mrs. Arthur Felt, who presents the timely article 'Preparing for the First Day of School,' is a successful speaker, trained under the parent education system of the Missouri Congress, with further special training under the department of parent education of the Kansas City Teachers College. She has taken many groups of parents through the forty-five topics of the Missouri state program for parents of preschool children, and speaks as well for grade school groups. Mrs. Felt is an alumna of the University of Kansas." Mrs. Felt is the mother of three boys—one aged four, and eight-year-old twins.

ELEANOR HUNTER, author of the article on "Getting Father and Son off to a Flying Start," tells us that she frequently speaks before mothers' clubs and parent-teacher associations on the layman's use of simple psychology and that her talks have met with a response which has demanded still more lectures.

In her current article, "Making a Menu to Suit All Ages," L. JEAN BOGERT makes a real contribution to all those harassed mothers who spend long, weary hours in their kitchens.

FILBY EDMUNDS writes on "Rooms for the Teens," which should be as welcome to older boys and girls as to their parents. Her suggestions are both novel and practical.

"Handling the Milk Question" was written by ELIZABETH MCG. GRAHAM after she had assisted in editing a report of a study of milk consumption in Philadelphia which was made last year by the Pennsylvania State College and the United States Department of Agriculture.

ELMER S. HOLBECK, whose editorial, "An Educator Looks at the Parent-Teacher Association," appears this month, is principal of the Woodrow Wilson School in Passaic, New Jersey. Dr. Holbeck studied at Columbia University, where he earned the degrees of B.A., M.A., and Ph.D. It is particularly heartening and refreshing to have his views of parent-teacher associations for he has made a special study of them and his book, *Achievements of the Parent-Teacher Association*, is one of the best sellers in recent years of the Columbia University Press.

Our readers look forward to seeing the poems of FRANCES WHITE, who has contributed several bits of lovely verse in the past. This month she writes "To My Children Some Years Hence."

ANNA H. HAYES is president of the Idaho Congress and an associate editor of the NATIONAL PARENT-TEACHER MAGAZINE. The poem called "City Child" in our March issue inspired her to write the reply which appears under the same title in this issue.

The brief but helpful article on "How Shall We Teach the Child Good Manners?" comes from ABIGAIL A. ELIOT, director of the Nursery Training School of Boston, and a popular speaker.

If You Are Interested In . . .

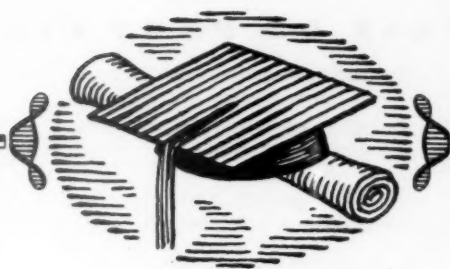
The Preschool Child, see pages 6, 10, 12, 15, 31.

The Grade School Child, see pages 8, 11, 14, 15.

The High School Boy and Girl, see pages 8, 11, 14, 17, 20.

Children of All Ages, see pages 5, 18, 22, 23, 47.

P. T. A. Problems, see pages 5, 24, 41, 42, 46.



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The President's Message



A Wise Use of Leisure

DURING the past season (the school year) all over the country, we have met together every Thursday afternoon over our radios—in groups or singly—studying the same lesson and discussing the same parent education subjects. It has been the most steadily unifying experience of our existence because it has been so uninterrupted and the program so near our hearts.

Groups, listening while they knitted or sewed, have gathered each week in nearly every state to hear and discuss the lectures. Sometimes they have sent in questions for further elucidation. The learned professors have carefully made their language simple so that all might understand their scientific lectures, thus making it possible for this "college course" to belong to every one.

To the University of Chicago faculty and to all the guest speakers from other institutions, to the Mothersingers, and to the National Broadcasting Company, through its education department, we offer our profound appreciation of this educational gift. They have been willing teachers and we have been eager pupils; the many letters from all parts of the country have proved this.

We very much hope that next year we shall be given the same type of program, further uniting our members throughout the country. This is an important new department of our adult education program and one that will grow with the years as radio broadcasting grows. It is also a part of our leisure time program, for it is certainly a "wise use of leisure." If you want it to continue, will you send me a postal card to that effect?

The parent-teacher task is the education of parents, and this is one of the easiest, most satisfactory, and friendliest ways to accomplish this education. The future of radio as a teacher is full of entrancing possibilities; it would be strangely lacking in intelligence for us not to take advantage of the opportunities that it presents.

President,
National Congress of Parents and Teachers.

Summer-Time- **A HEALTHY TIME** **FOR BABIES**

by Joseph Garland, M. D.

IF this article were being written as recently, in time, or as long ago, in the history of events, as the decade before the war, it would have to concern itself mainly with the dangers incident to the baby's first and second summers. As it is, instead of writing with a warning pen of the ominous significance of the dreaded "second summer"—a significance that attached itself also to the first summer and even to the third and fourth—the summer may now be characterized as the season of health and happiness for the infant, if reasonable precautions are observed.

There was a time, and not so long ago, when no season was without its particular anxieties for infant health. The winter and the spring carried with them the dangers of the acute infections of the respiratory tract—infections still unconquered, although we know better how to avoid them—and in the summer, reaching a grand climax in the early fall, came an appalling toll from the dysenteries. These were the days when infant wards were filled from July until nearly frost with listless babies, their body tissues drying up with the demands made upon them by these dreaded diseases. Each morning the Boston Floating Hospital sailed down the harbor, carrying its burden of stricken infants away from the heat of the city. Few summer diarrheas now come to our wards, and the old "Floating," its sea-going career ended, has given way to a modern hospital on land.

What has wrought this change, turning a season of distress and apprehension into one of peace and comfort? If it were necessary to single out one factor as the all-important one, we should say clean milk; milk free not only from gross contamination but milk also bacteriologically clean; fresh milk from healthy cows, produced under conditions of scrupulous cleanliness, and in addition sterilized of harmful bacteria by pasteurization or boiling. This carries no implication that the value of clean milk was entirely unknown prior to our own generation; certified milk was introduced in 1892 in an effort to obtain, for those who could afford it, a clean *raw* milk; and for years the late Dr. Abraham Jacobi, a pioneer in pediatrics, had advocated the boiling of milk for infants—as we do today.

These attempts, however, were pioneering ones. The majority of people still considered that milk was milk, whether delivered in a bottle or dipped from the can in

the corner grocery store, and the opportunities for contamination, particularly in hot weather, were numerous. Gradually the truth spread, even municipal authorities were convinced, and today most cities of any size in this country have regulations requiring that all milk sold must be either certified or pasteurized. This awakening marked the end of summer diarrheas in mass quantity and gave to infancy the summer season as a vacation from the worst of the dangers that beset its path.

The city, moreover, from being the worst summer resort in the world for babies to dwell in, has in many respects become the safest, even if not always the most comfortable; the rural districts in general lag behind the cities in health protection and in the control of their food supplies. In the old days the country was the safer place in which to dwell even without official superintendence of health procedures, because there was no crowding and because food supplies, unsupervised as they might have been, were from near-by sources and consequently fresh. The city, on the other hand, with poor supervision, was unhealthy because of crowded living conditions, distant food supplies, and inadequate sanitation. The city has gone ahead more rapidly in health protection than the country districts, as the way has been shown, and has outstripped them.

There are, unfortunately, many thousands of infants who must still spend their summers in the crowded tenement districts, under the hot skies of July and in the breathless August dog days; but even for these a pure food supply and instruction in the methods of preparing it are available—both life-saving measures. For those more fortunate ones who can live in airy apartments or cool town houses, home, at least in our northern towns and cities, may be even a more comfortable place to spend the first summers than shore or country. Home has its conveniences which may be lacking in camp or cottage, and in the early years of childhood, before the sociability of the summer colony and the opportunity for outdoor sports become a factor, these conveniences may seem priceless.

We must not ignore the fact, moreover, that for most families in moderate circumstances one comfortable house is all that can be afforded and its blessings must be utilized to the fullest for young and old alike. Of our nomadic population which spends its summers on



wheels and takes its babies with it I have little to say, as I have never derived my inspiration from the fumes of spent gasoline or fallen to the lure of the auto camp. These infants apparently survive and probably thrive, for the will to live is strong within us.

Summer is the happy season for infants, attractive as winter may be for older children and those adults who do not have to pilot their cars through snow ruts. Summer does, however, bring problems and responsibilities in order that it may continue to be the safe season and that its positive benefits may be fully realized.

OUR first care, obviously, as I have indicated in the preceding paragraphs, is to ensure a safe and satisfactory food supply. The old hazards of the notorious second summer were due to the fact that the average baby, for the first time in his existence, was subsisting during the hot weather on a supply of food which came from other sources than the maternal breast. For the same reason, weaning during the summer-time was once considered fraught with danger and is still looked upon doubtfully by those who do not realize that our own hands make it dangerous and can make it safe.

The solution of this problem lies in the practical sterilization of everything sterilizable that comes to the baby's mouth, and the absolute cleanliness of everything else.

Nursing at the breast is, of course, the *easiest* way to feed with safety the infant under six months of age, and is the most desirable in both summer and winter. When, however, circumstances make it desirable or necessary to wean the baby at this age, the calendar need not be consulted; this is also the case when weaning the baby who is a bit older. The bottle may be safely substituted in midsummer if it and its appurtenances such as nipples and nipple caps are sterilized by a boiling of at least three minutes and if the formula that goes into it is relatively sterile. Most pediatricians now favor a three-minute boiling of all fresh milk formulas, whether they are made from a pasteurized or a certified raw milk; first, to ensure their cleanliness, second to render them more digestible. Even milk of a doubtful source can thus be made safe for use in an emergency; obviously we prefer to use the best milk available.

After the formula has been made and cooled, it should be divided among the day's bottles by pouring it through a sterile funnel. These bottles should then be refrigerated until time for their use. These precautions, essential at all seasons, are particularly important in the summer, for milk is an ideal medium in which to grow bacteria—those tiny organisms which, because of their rapid multiplication and the chemical changes which they induce at suitably warm temperatures, are the scavengers of all organic matter; they cause the souring of milk as well as the eventual putrefaction or decay of all susceptible material, the spoiling of the meats of animals and the rotting of the fruits of the fields. In the great cycle of nature bacteria are thus really beneficent organisms, returning to the earth that which came from the earth. But while many of them are harmless to the living body, many of them are producers of disease and must be destroyed by heat before being allowed to enter the system.

Very practical and safe ways in which to feed milk to infants, particularly in the hot weather and especially for those who are traveling or sojourning in sections (*Continued on page 26*)



Learning to mend and care for her own clothes is a necessity for any girl

AMONG my treasured summer memories is that of riding out of town with my parents, perched on top of a wagon loaded with tent, camp chairs, bed springs, an oil cook stove, and boxes of assorted equipment. Within my soul was the most rapturous anticipation, for were we not going camping on the near-by lake shore for four whole weeks? Already I could imagine the sand under my bare feet, see the morning sunshine sparkling on the water, smell the fragrance of the woods, and hear the deep whistle of the lake boats in the distance.

Fortunate is the child whose father spends his vacation with his family, camping or exploring some new part of the country. Thus are learned many lessons from the lore of the woods; the enjoyment of simple things; resourcefulness in using nature's primitive materials; and courage in facing the blackest storms from the doorway of a tent or possibly even from the shelter of a rowboat hastily beached and turned up on edge. And the discomfort of sitting in clothes soaked by a sudden shower is forgotten in the pride of returning with one's own string of fish.

In somewhat later years I was equally happy over preparations for camping in one of those Utopian communities where six congenial families bought a tract of woods along a river's edge, some sixteen miles from our city homes. We built our common clubhouse with a great stone fireplace for cool evenings, and installed a piano which was a great adjunct to sociable hours. Our meals were served by cooks hired for the season. Yet we lived in separate tents or cabins where family privacy could be maintained. We children helped with the garden where

RECREATION . . .

by Marian Warren Moore



The house is put in order by our flying hands with incredible speed



The home talent shows are often exceedingly funny to the grown-ups

much of our green stuff was grown. And throughout the long summer we roamed the ravines and the river's edge, engaged in all those fanciful adventures so natural to youngsters. It used to seem to me in the spring that school would never end so that we could leave the city and go to camp. When the great day finally came round, I was nearly suffocated with the delight of joining the earlier arrivals. The children greeted us with shrieks of excitement and news of the swimming hole and the sulphur spring, the new woodchuck holes and the nest where a snake had spent the winter in a chest of drawers stored in the clubhouse.

We never forget those glorious, care-free summer days of our teens. Nothing again ever approximates the songs around the evening bonfires, the Sunday twilight vesper hymns, and the merry afternoons in a canoe on the river. The days of '17 and '18 brought heartache when some of our circle left for war service and the rest of us labored patriotically in our "war gardens" until our backs ached and we hoed string beans and corn in our dreams. We had our first experience at nursing in those years when our

mothers would let us sit by the cot of a comrade in distress, with a fan and a glass of cool water. The mysterious malady could often be traced to too much applesauce and too many hot biscuits.

TODAY summer camps are far more common. At small expense our boys and girls may have the benefits of camp periods with groups of their own age. The usual routine of camp craft, water sports, music, and games makes a wholesome change from town and city life. But usually this accounts for only a small part of the summer. What do the children do for the rest of the time? What, indeed, happens to a mother who has been a chronic camper when she finds herself married to a business man who has neither taste nor time for these summer idyls? Such was my experience and I found it far more convenient to stay near the washing machine than to take my babies camping. For several years we indulged in only brief excursions to the lake shore with a picnic meal. There the children could go wading or play in the sand. Six years ago we moved to a house in the country and since then our summer problem has

ON THE FAMILY PLAN

Illustrations by Vera Clere



Running back and forth seems more important than untrampled gardens



Outdoor picnic meals are remembered with longing in the winter



Innumerable things are built, painted, and played with at the workbench

been solved in most respects.

Our children are a mixed quartet—boys thirteen and ten years old, and girls eleven and six. We are blessed with a neighboring family which includes a buddy of nearly the same age for each of our four. Thus for all practical purposes there are eight youngsters for companionship, and the little path that winds across the fields between the two houses is worn smooth.

The children attend an excellent school less than two miles away to which they go by bus. Having their lunches there makes a long day away from home. When June comes I rejoice along with them at putting away tablets, books, and lunch boxes. The school session is bound to be a busy one in these high-pressure days. Outside activities—music lessons and sometimes dancing lessons, Scout meetings and athletic games—must all be planned. With the beginning of vacation most of my own regular parent-teacher and church activities cease and we blissfully stop rushing hither and yon in order to be somewhere at a certain time. The first week I notice a restlessness in the children at the sudden release from routine, and then they

fall easily into relaxation and freedom from strain, with a corresponding improvement in disposition.

It has been my ambition to accomplish great things with their music in the summer but so far it has never worked out that way. The regular music lessons are discontinued in the summer, but the children do some practicing on their own initiative and are eager to start lessons again when fall comes. We do considerable singing as a group, and the children love to work at our songbooks. Their ensemble of piano, violin, banjo, and voices may sound pretty ragged but it is improving and it does afford pleasure to the participants.

Swimming is one of our chief joys. The beach is but five miles away so we put on our bathing suits at home and pile into the family car, which is consequently gritty with sand during the entire season. It's well understood that we swim only when the housework is done; the speed with which the house can be cleaned and put in order by all those flying hands is incredible. Sometimes on hot days I dread to make the effort of going to the lake, and yet when we are actually there, playing in the water or on the beach, I reprove

myself for hesitating. Cares slip from our shoulders and we return both rested and refreshed, with unbelievable appetites.

We have a garden in which all share the labor, although the enthusiasm for picking the flowers always outweighs that for weed-pulling and lawn-mowing. We are not such experts as are many of our neighbors whose gardens I admire. The various games of baseball and football in our back yard, along with the endless running back and forth of small boys and their dogs, seem more important than too great solicitude over each flower stalk. Fifteen years from now I can enjoy untrampled flower beds, along with unscratched furniture and chairs that don't have to be encased in washable slip covers. For the present we try to make comfort and livableness paramount without sacrificing too much in the appearance of either house or yard.

WE have many of our summer meals at an outdoor picnic table with benches under the trees not far from the house. For these meals paper plates eliminate some of the dishwashing and thin, bright cotton cloths replace table linen. We have an outdoor cooking pit with a broiling rack where steaks and fish may be cooked. Our friends—both adults and children—help us celebrate special occasions there. During the corn season we have such meals as are remembered with longing in the winter, and the songs and stories around the fire afterward help keep families happy.

The children themselves do considerable cooking over this outdoor fire with great (Continued on page 28)

ONE day I heard a woman say, "Every time I see a sign, 'Don't walk on the grass,' I want to step right off the sidewalk." Have you any friends like that? Do you know any one who is "contrary"? Who is opposed to all suggestions? Have you any adult friends who always vote "no" when a motion is put? Perhaps such people were once children like the little girl we are talking about this month: *Whenever any one tells Eleanor Babcock, aged two, to do anything, she stiffens and says, "No."* To all questions—such as "Do you want a drink of water?"—she gives the same answer even though she accepts the offer. From widely separate sections of the country have come suggestions as to possible causes for the problem which Eleanor is thus presenting to her parents.

A parent education class in Seattle submitted three causes: (1) at the age of two years some children do not know the actual meanings of the words they use; (2) Eleanor may hear "no, no" so often that it seems the desirable thing to say; (3) "no" is easier to say than "yes." They suggested: (1) take the child at her word and do not give her things she refuses; (2) put the questions in such a way that a "yes" answer is indicated; (3) parents might avoid using too many negatives in their own speech. Positive statements, such as "Let's have a drink," are better.

When this question about Eleanor was discussed during a district parent-teacher meeting at Columbus, Georgia, two mothers related amusing incidents. You may imagine the chuckle which rippled through the group of one hundred mothers when one of them told about a little girl who had so many prohibitions in her life that she said one day, "I guess my name is Mary Don't." And the chuckle became a laugh when another one said, "When one mother I know said to her son, 'I don't see why you're always opposed to everything,' the little boy replied, 'I'm just like Daddy.'"

From a class in Family Life at Cornell University we received many comments. These might be summarized as follows:

There was a feeling on the part of some that Eleanor has acquired this habit in self-defense. "The result of



SILHOUETTE BY HELEN HATCH

IN OUR NEIGHBORHOOD

An Exchange of Experiences
Conducted by ALICE SOWERS

too many severe commands"; "rebellion against constant supervision"; and "stiffening may be due to strain from too much being expected of the child" were some of the comments.

"She evidently does not understand the meaning of 'no' " was suggested by several who made the following recommendations: "she could be told the meaning of 'yes' and 'no' "; "if she is more familiar with 'no' she may use it more than 'yes' regardless of the question"; "when she answers, 'No,' when asked if she wants something it should not be given to her"; and "when she is asked if she wants this or that and she replies, 'No,' quietly say, 'Yes,' and give it to her. Repeat this each time until she realizes the meaning of the word 'yes' and knows she is to say that when it is well for her to accept."

THE WARNERS CANNOT AFFORD A VACATION

For the first time in years, the Warners will not be able to take a vacation. They are wondering what they can do with Billy, aged twelve, and Bee, aged fourteen.

Won't you discuss this at home, in your neighborhood, in your study groups, or at your parent-teacher association meetings, and write us what answers you have found to similar situations? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before June 10. They will be printed in the August issue.

One member of the class disagreed with these opinions and said, "Perhaps she does have the wrong conception of 'no' but the fact that she stiffens leads me to believe that she knows what the word means."

Another student said, "The illustration of the drink shows that her answer of 'no' is expected but disregarded. Eleanor may have met with opposition to her answers so long that she has learned to give the same answer to every question. She knows it does not matter."

"Perhaps she has found she can get more attention by being negative," was the opinion of several; and one student added, "I imagine that at some time along the way Eleanor has been made to feel that she was cute when she replied, 'No,' and then accepted a thing offered to her." They suggested that "if she finds out she won't get things when she says, 'No,' perhaps she will say, 'Yes,' if she really wants them." "When she accepted the drink the parent might say, 'Yes, you did want your drink.' Power of suggestion is involved here which may be more beneficial than all the coaxing in the world." They suggested that the adult "show no concern either in voice, words, or facial expression over her negative attitude."

An entirely new angle was presented by one girl who said: "Eleanor's continuous 'no' seems to be an assertion on her part of her rights and her individuality. It may have been caused by a new baby in the family who has taken the attention from Eleanor so that her feeling of security is gone."

"The way the question is asked or the question itself" was given as another possible cause. In this case it was recommended that questions might be asked in such a way that "no" is the correct and desired answer. It was also suggested that the adult "begin to give Eleanor choices when it is known that she wants to respond positively."

One point upon which the class agreed—a point which must be emphasized in the discussion of any problem—is the need for observation and study of the child's personality, her daily activities, and her characteristic behavior before any one can state positively the reasons why her attitude is as it is.

DOES THE PUBLIC GET WHAT IT WANTS AT THE MOVIES?

by Edgar Dale

THE difficulty of treating this subject is indicated by the following three quotations:

Motion picture patrons today want mental, not sex, appeal.—*Herman Schoenstadt, Chicago circuit operator.*

People want interpretative, analytical, educational information on the screen.—*Darryl Zanuck.*

Public taste is as mercurial this year as it has been in other years, and any attempt to explain or foretell the public taste is an occupation for fools.—*André Sennwald, New York Times film critic.*

It is clear that we cannot satisfactorily discuss this question using such a loose term as "the public." The good newspaper editor does not attempt to put out a paper for the public. Instead, he recognizes that there are a series of publics, some concerned with sports, others with religion, business, society, and so on. The editor tries to build departments in his newspaper that will satisfy these divergent interests. The producer of motion pictures, however, aims at the public. He wants to produce a picture which everybody will like—children and adults, bright and dull, men and women.

The motion picture with its greater breadth of appeal does not have the same restrictions as the newspaper in respect to its "publics." Nevertheless, the problem can be much more satisfactorily discussed in reference to various groups of persons who are concerned with motion pictures

and who clearly constitute different publics on the basis of differences in intellect and age.

Let us first discuss the question from the point of view of different age groups. For example, do children get what they want at the movies? First of all, we must narrow the group down to those who go, since a significant number of children, especially younger ones, do not attend at all. In 1930, out of 53,144 Ohio children, 5,719, or 11 per cent, said that they never went to the movies. In a sampling of 164 students in the high school at Aliquippa, Pennsylvania, 31 said that they went less than once a month. It should be pointed out here that the "wants" of non-attenders offer a field for much speculation regarding the degree to which the motion picture actually is meeting the needs of "the public." So when we talk about what children or adults prefer at the movies, we must always remember that it is the group

which is now going—which does not stay away for religious, financial, or other reasons. Most of our data about "wants," therefore, come from the attending public. The non-attending public is not consulted.

Second, children's tastes—what they want—are conditioned by the movies they have seen. Some of us would say that their tastes are perverted. Therefore, when we speak of what children "want" in radio programs, reading materials, or movies, we must always remember that their tastes have usually already been set along a certain channel by their experiences. The fact that some children may prefer violence and brutality on the screen to whimsicality and fantasy may merely prove that they have become habituated and trained to prefer violence. The fact that I read the Horatio Alger books as a boy, usually to the exclusion of other books, was not due to any special desire for these books, but rather

to the fact that no other books were readily available. Therefore, to say that boys of my age "wanted" Horatio Alger is true in part, yet cannot be utilized as indicating a basic appeal for this class of literature.

Third, there is evidence that tastes and preferences which children find for good literature have not had corresponding outlets on the screen. For example, in 1931 when pupils in the elementary schools at Cincinnati were asked, "If a motion picture could be made of your favorite book or story, what ones would you prefer?," the following results were obtained: (Continued on page 32)



DRAWING BY BLY STUDIOS

Do children get what they want at the movies?



IS MY CHILD OLD ENOUGH *for Music Lessons?*

by **BERYL YANCEY**

MUSIC teachers are often approached by parents with such queries as, "Is my seven-year-old Bobby too young for music lessons?" or, "Mary is six. Do you think she could get anything from music study now, or should we wait until she is older?"

As a matter of fact, seven is late rather than early. Would it surprise you to know that your child's musical instruction can begin soon after he has learned to walk and talk? Let him learn music as he learns words—unconsciously and effortlessly. The best time to start is while he is very small. Four is an excellent time. Three is by no means too young. And—do not catch your breath—two is possible as a very good age.

Of course, the tiny child does not sit at the piano for half an hour each day trying to read notes, count, and memorize. But he can acquire a background that will greatly increase the value of his later study. Such a background is not dependent on regular lessons. It can be supplied by the parents so gradually and so pleasantly that music assumes a natural and a happy place in the child's life.

One mother, a musician, composed a short march with a quick, eager rhythm. Whenever she played this inviting little piece, it was a signal for her two small children, not yet in school, to come hurrying to the piano. Sometimes she played a story for them; sometimes they sang, the girl standing at her left and the boy at her right; sometimes they played what the music said to them. No game was so entrancing that they didn't leave it immediately upon hearing their special piece. Later, when they began definite study, they were equipped with a foundation that made the learning of symbols easy. It was no trouble at all, for instance, to learn time values, because they had long been expressing rhythm with their bodies in little dances and marches. They knew a number of charming songs that they could sing easily and without self-consciousness. They had heard many of the world's classics and their sensitive young minds were tuned to beauty in sound. As a result of this musical experience that had been begun when they were not much more than two and had continued until their regular work began three years later,

they went to their lessons with a love of music, eagerness to learn, and joy in accomplishment.

It is possible for any parent who has time, patience, and ingenuity to accomplish similar results. One often hears musical parents complain, "I just can't teach my own child." So nothing is done about his musical education until he is old enough to be sent to a teacher. This is really a pity. It is not to be inferred, of course, that knowledge of how to play establishes ability to communicate that knowledge successfully to small children. In other words, a parent may be a skilled performer but not a teacher. There is, however, much that is within the ability of most parents. Ideally, the approach to music should begin long before the actual lessons. This introduction to music should be enjoyable, spontaneous, and entirely lacking in formality. It can be achieved in the home by the father and the mother while the child is still in his preschool years.

All of this seems to be a message only to those parents who have had a musical education. But by making use of the phonograph and by taking advantage of children's radio concerts, parents who do not play can also do much to start their children on the high road to music appreciation.

HOW THE TINY TOT CAN BE INTERESTED IN MUSIC

SINCE the basis of all music is rhythm, there is no better way to start a child's musical education than by giving him a wealth of rhythmical experience. No mother needs to be told that her small son enjoys muscular activity. He runs and jumps, claps and skips, marches and hops, and engages in a dozen other types of action. When coupled with bright, attractive music and guided by the parent, these activities increase in interest and in value to the child. Let him clap and march in time to strongly accented music. Later, play for him music that suggests running, hopping, and skipping. His muscular coordination may not be perfect at first, but he will gradually develop a feeling for the pulse and accent of rhythm that will be a foundation for all his later musical experience.

Another natural outlet that can be utilized in developing rhythm consciousness is the love that children have for games of make-believe. If Peter has seen an airplane take off, soar through the sky, and then land again, he will find great pleasure in being an airplane himself, gliding rhythmically with arms outstretched for wings as he listens to suitable music. Or he can be a butterfly flitting

lightly from one imaginary flower to another. With the same versatility he can be a fairy making a magic circle on the green, or a bee buzzing busily through a garden, or a horse prancing proudly down the street. Or he can get down on all fours and pretend he is a rabbit hopping through the snow. Two children can make a very satisfactory train. Or they can be Indians doing a war dance, or tin soldiers on dress parade.

It is within the ability of four- and five-year-old children to interpret the mood of the music, and their natural reaction is to express that mood with their own bodies. A small boy, who had been joyously interpreting a bright little dance as his mother played it to him, stopped suddenly as she switched to Chopin's *Funeral March*, which he had not heard before. Flinging himself on the floor, he cried with a loud voice, "I'm dead!" and refused to move until she changed to a livelier air.

This type of musical activity occupies the child's entire being—intellectual, emotional, and physical. His intellectual response is involved in deciding whether the music is a marching piece or a running piece, or, if he is acting a little play, in deciding when it is time for the doll to be asleep, or the train to go faster. Emotional activity is stimulated by the pleasure he finds, and the physical activity is of course all-apparent. These rhythmical experiences should be so satisfying and enjoyable to the small child that he will want more, and the mother who supplies and stimulates them will thus be establishing the first aim of rhythmic education.

All children enjoy hearing stories and, given the opportunity, they soon discover that a story told in music can be every bit as interesting as a tale told in the traditional manner. For the small child, these musical stories must be concrete. They must be about things in his own environment and experience. And they must be short. It is better to play for the child three short musical stories than to tax his interest and ability to listen with a lengthy one. And he must know what to listen for. Just to play a vivid little composition for him is not enough. Tell him that he is going to hear about a little boy who is his own age and what he saw when he went to the country to visit his grandfather. At first he will listen for one thing only, such as the place where the pig jumped over the stile, or the milk can fell with a great clatter. As he hears the story over and over (children call for these musical adventures with as much insistence as they demand repetitions of *The Three Bears*), he can listen for more events in the story.



It is not hard to find material for musical stories. The classics and semi-classics are full of little gems that have real significance for the child mind. The ingenious mother can easily compose a story about a child who is very happy because he has been to a picnic and had an exciting time, or because he has found a little kitten to play with, or because he has just been given a shiny red tricycle, as she plays the exuberant little piece "Contentment" from the *Kinderszenen* (Childhood Scenes), by Robert Schumann. This collection contains many other selections that the small child can understand and enjoy. What small boy, for example, could resist "Knight Rupert" with his flashing sword and splendid white plume? For little girls who are much occupied with the fascinating business of caring for a doll, there are a number of beautiful cradle songs that they can enjoy while rocking their dolls to sleep. They listen intently for the time when the doll begins to drowse, and finally is off to slumberland and ready to be put in its tiny bed.

Illustrative compositions can be found for every experience within the small child's world. Giants, butterflies, fairies, raindrops, clowns, thunderstorms, brownies, witches, flowers,

bumblebees, and other real or imagined experiences are suggested in music.

For the somewhat older child, the possibilities increase as the field of concepts broadens. Both boys and girls love Gautier's *Le Secret* with its sprightly suggestion of a little girl mischievously teasing her brother and dancing around him while she laughingly refuses to tell him the secret and he splutters in miniature masculine indignation. MacDowell's *Witches' Dance* has a fascination for children as they listen to witches riding high and furiously through the air, or mysteriously concocting strange mixtures in steaming caldrons. Schumann's vibrant *Hunting Song* carries the thrilling tale of the chase. The list is prac-

tically inexhaustible. Excellent recordings can be obtained for the parents who do not play, while for those whose skill is not great, there are on the market lovely simplified arrangements of many of the classics.

And children love to sing. They should hear singing from their infancy and should be taught to sing at an early age. The song that the preschool child learns must be short, and the melody simple and tuneful. If the song is at all long, its length should consist in repetitions of the words and melody in refrain or chorus so that the learning activity is not taxed.

Nor should singing experience be confined to the songs that are taught to the children or sung to them. Many little tots sing to themselves during

their play. These songs are often a saga-like recital of some event, past, imagined, or hoped-for, and they should be encouraged, as they are a valuable form of self-expression. A three-year-old made up a little song that she sang to a simple melody several times a day for two or three years. The pleasure of keenly anticipated events was heightened as she sang (and often her mother and her slightly older brother and sister sang with her): "Won't that be nice, won't that be nice?"

Nellie's going to Grandma's. Won't that be nice?"

The most desirable thing about this song was its versatility. It could fit any occasion from the purchase of a pair of new (Continued on page 30)

IT'S UP TO US What Children Do

By Alice Sowers and Alice L. Wood

Drawings by IRIS BEATTY JOHNSON



Mother: What on earth shall I do with Grace and Phil now that school is out!



Mother: Harriet and Frank are full of plans for the summer.

Harriet and Frank are more apt to spend a profitable vacation Because

The making and carrying out of their own plans is a real part of their education. Their parents have encouraged them in these plans. They understand the value of activities which give children opportunities to exercise initiative and resourcefulness, to work out problems, and to take responsibility. Grace and Phil find no incentive for cooperative activities at home and feel that they are burdens upon their mother. Their parents are appalled with the idea of three months with discontented, bored, restless, and perhaps quarrelsome and unhappy children.



PREPARING *for the first* DAY OF SCHOOL

by LOVELLE HELTON FELT

**This Problem Is Easily Solved
If Mothers Will Plan Ahead**

THIS will be an exciting summer, getting Bobby or Betty ready for the first year of school. New suits or dresses, shoes, stockings, coats, hats, handkerchiefs, even raincoats and galoshes must be acquired to meet the needs of the school. What fun it will be accumulating the child's first school outfit!

But being ready for school means much more than having acquired the necessary clothes and books. It means that the child has been trained physically, mentally, and morally to be strong enough to stand the strain of school, and it means that he has been gradually weaned from our protection so that he can be self-reliant enough to succeed in meeting his problems alone at school. It means that we have learned about the new methods the schools are using, and have cultivated in ourselves the attitudes we want our child to have toward the school and his teachers. We can easily see that such preparation as this must have started long before this summer. Five years has indeed been none too long for such a task!

During these preschool years we should have prepared our child physically so that through good health he will be ready and eager for the new experiences school has to offer him. This means that we have provided him with proper and sufficient food; established long, regular hours of sleep and healthy habits of elimination; made available for him healthful activities conducted in fresh air and sunshine; and watched to see that his posture

has been such as to give his body the best possible chance to function properly. It means that we have had him immunized against diphtheria and vaccinated for smallpox. And as an added precaution, it should mean that he has had a thorough physical examination made shortly before the time to enter school to be sure that his eyes, ears, teeth, tonsils, and heart are normal and will not become sources of trouble to hinder his work at school.

Our child has already learned much when he enters school, for every day of his life has counted in his training. He has got in proportion, during these preschool years, more education than he will get during his school years, and most of it has been received in the home. As his teachers during his preschool years we, his parents, should have been preparing him for his entrance to school. Certain attitudes and attributes, at least, must be taught in the homes, even today when the schools have taken over such a large proportion of the child's total education.

As our child starts to school we expect to learn through him a great deal about his school and his teachers. Let us remind ourselves that through our child the school and the teacher will learn a great deal about his home and his parents. For the new group entering school in September readily classifies itself into two divisions—the trained, who furnish the teacher with her teaching joy, and the untrained, who constitute her chief teaching problems. Will our child be numbered among the trained? Not if we have been the sort of parents who have foolishly and selfishly enjoyed spoiling him while he has been little. Such a background of overprotection and overindulgence will probably be forever a hindrance to the child, but

may never be more so than when he is making his first adjustments at school. This doesn't mean that we must not enjoy our child, however, for it is quite possible to enjoy him without being selfish about it. We can talk to him, walk with him, play with him, read to him, and in other ways be loving, sympathetic, intimate friends with him, without spoiling him. In fact, such comradeship as this will foster self-control and cooperation in the child.

AT school the child will be asked to sit, stand, run, skip with the class. He will have to play games he may not be able to win, learn new songs, and in many other ways do as he is bidden, promptly and willingly. If at home obedience is a matter for bribery, or depends on his or his parents' whim or mood of the moment, he will find school hard, and may grow to dislike it.

The will to obey should become habitual long before the schoolhouse comes into the child's immediate world; and we need to remember that obedience results *not* from breaking the child's will, but from patiently teaching him how to become master of himself. The child who has become master of himself will find mastery of his school subjects a simple process by comparison, while he who must learn this difficult lesson in addition to those the school imposes on him will find his duties doubly heavy, and may sink beneath the burden.

Self-reliance is another quality which it is our responsibility to cultivate in the child if we would have him able to meet his responsibilities at school. This is a part of the weaning process we spoke of in the beginning of this article. In most schools of today few classes number less than

thirty, while many exceed forty members. Is it fair to ask the teacher of forty children to take time to teach each one to hang up his coat properly, or to fasten his galoshes, or to tie his shoes? Should she be expected to stop the class while she wipes our child's nose, or to leave the room to attend to his toilet? We should have been preparing our child for these first days of school for the last five years, while the teacher has probably not seen any of these children before the day they entered school. Her opinion of them and of their parents begins with the first meeting of the class. What will our child tell about our training? Will he have an attitude toward the teacher like that of little Betty, whose mother, following advice to parents of children entering kindergarten, was trying to teach her to put on her own galoshes? Betty found the ordeal very trying, and would willingly have given up but for her mother.

"Why, Betty!" said this exasperated parent. "Just think how many little boys and girls will go to school next year! The teacher can't stop to put on every one's galoshes!"

After a few seconds' hesitation Betty was struck with the inspiration she had been seeking.

"But, Mother," said she, "if all the rest of the boys and girls know how to put on their galoshes, the teacher will have time for me!"

THERE is a certain amount of definite information, too, that we should have given our child before he enters school. It is no longer necessary, in fact by some it is frowned upon, to teach the child his letters before he goes to school; and the teacher will probably not be any more favorably impressed with the child who can count to one hundred than with the one who can count only his fingers.

There are some things, however, which every child on entering school is expected to know—his name, all of it, not just his baby name; his birthday and his age; where he was born; where he lives; his father's name and his father's occupation. To be sure, some of these things appear on his birth certificate, but his knowledge of them can be used to check the records without having to send home for the certificate which has been returned to the parents within a few days after his enrolment.

It is a great help to the child entering school if he is familiar with the primary colors, has a conception of beauty as opposed to the sordid and ugly, can sing a little, knows his left from his right hand, and a little about weight, size, form, and feel of things. Most of these things he learns through

experience and observation without any teaching on our part.

But there is one accomplishment which he should have which it is our duty to help him with if he seems to have difficulty—and that is the ability to talk clearly and distinctly in such a manner as to make himself understood. Much time could be gained in getting the new pupils started each year if the poor teachers did not have to teach some of them how to talk first. Sometimes self-consciousness is the real cause of the difficulty. A child who has been so cloistered in his home that he has never tried to express himself before any but a group of relatives or close friends may have difficulty before the teacher alone, to say nothing of the large group of children about him. The best language training we can give to our child is to *talk with him*, always using the best grammar and pronunciation we know, and above all *never* should we talk baby talk to any of our children, not even the baby.

A familiarity with the nursery rhymes and other literature adapted to the interests of the preschool child will also be of great help to the child at school. His eyes will brighten and eager interest will light his face when reference is made to a story he has heard. The most prominent Bible characters should be at least bowing acquaintances, too, for although the public schools may be strictly non-sectarian, the Bible takes its place as literature in addition to being a religious text.

CERTAINLY not the least responsibility we have in preparing our child for school is to invest him with a proper attitude toward the school. This attitude will be but a reflection of our own. If the child has had the right atmosphere at home, he will be thrilled at the prospect of going to school. It will be an opportunity to him, not a restriction upon his activities. Such an atmosphere naturally precludes the weeping mother waving a sad farewell as she watches her child out of sight on his first journey toward the distant goal of learning. Rather does the wise mother prepare the child with enthusiasm for this first step in the walk of life, awaiting his return with expectation, but not anxiety. Such a mother listens with rapt interest to the accounts of the day's activities, creating at once the correct atmosphere for the school and the home.

For us to have the best attitude toward our schools we should know something about them. The whole system of education has changed since we went to school. If it hasn't it should have, for a system of education

becomes outdated just like any other development of science. Perhaps we feel that the school we attended was good enough. It probably was in its day. Our parents were probably very proud of the automobile they had at that time, too, but would we choose the same model today?

In the schools of today the emphasis has turned from formal knowledge to applied knowledge. Not so much time is spent in teaching the child the ABC's and the multiplication tables, and more time is spent in teaching the child to read and to solve the problems of life.

Many parents will no doubt be disturbed at first to find that the teaching of the alphabet is deferred, and that the child is able to read considerable before he has any notion of the letters as a part of the series we used to learn at the outset. This has been found the best way up to now to teach reading. It does not follow that there may not be better ways not yet evolved which will be used when our grandchildren are educated. It will not do our children any good to decry modern methods, but it may help them a lot if we but take time to re-educate ourselves along the way so that we may understand how they are learning.

Only the essentials are emphasized as being worth memorizing. With the free time and energy thus gained the child is exposed to a much greater variety of subject matter, and is allowed more personal freedom in adapting it to his needs. Knowledge is no longer looked upon as a fixed and invariable thing, but as a useful tool which men have shaped to meet their needs in living. The purpose of the present-day education is not to make the mind a storehouse, but a power house—and this is equivalent to saying that the child is no longer expected to memorize his education, but to think it out and see how it can be applied to his life.

Not only is the child educated for his own life needs, but for those of the community, the state, and the country. This is as it should be, for it is the government which furnishes public education. We hear people say, "I pay for the schooling my child is getting, and he shall learn only what I want him to learn." This is not strictly so, for no one pays for all the schooling his child gets in the public system. Through our taxes we support our government which in turn we control by direct vote. Collectively we maintain, through our government, public schools where all children are educated within the limits of their own capacity. The neighbor next door, who may have no children at (Continued on page 36)



PHOTOGRAPH BY H. ARMSTRONG ROBERTS

GETTING FATHER AND SON OFF TO A FLYING START

by ELEANOR HUNTER

"US MEN must stick together!" There was a mischievous twinkle in my son's eyes as he thus sided with my husband recently in a discussion as to which of two places to spend Sunday. I capitulated, and admit to feeling a warm little thrill at the possessive tone of his voice and the suggestion of a smile that touched his father's lips.

When the divorce question comes up, we always hear a great deal about the importance of a child having both parents. The lack of this double relationship is probably one of the greatest evils of divorce.

But how often, even in homes where the parents are united, does the child have the joys of association with both?

"Us" mothers have a tendency to assume the preponderance of parenthood. When our children are infants,

This is the story of how one father accidentally found that he was tremendously important to the happiness of his son.

their care necessarily falls almost 100 per cent upon us, and we get in the habit of assuming it. Fathers, we think, are apt to be too rough, or too careless, or too irritated; and we discourage their efforts.

And over the years, this one-sided situation grows. Fathers are away from home most of the children's waking hours and their only contact is for a brief time, when they are tired after the day's work and inclined not to be as tolerant as we expect. Most of them take the way of least resistance, and do only the things that demand doing—playing bridge, fixing shelves, gardening, polishing the car. They do not

see the things they could do with their sons, nor even how they might make an adventure in friendship of polishing the car when both of them do it together.

So, by a combination of circumstances, most fathers naturally do not have the opportunity to develop a warm, understanding relationship with their children. Then when a boy reaches adolescence and begins to show more definitely his characteristics as an individual, the father is disappointed in his son's strange ideas, and the son bewildered by his father's lack of sympathy. They are two strangers tied together only by the accident of birth and with no bonds of mutual understanding.

This could not have happened if the father had had a hand in shaping his son's development, and if the son had always felt (Continued on page 34)



PHOTOGRAPH BY EWING GALLOWAY

by L. JEAN BOGERT

HOW about planning for a family which includes persons of widely varying ages? If diet should be adapted to age, must the busy housewife prepare different foods for the different members of the family? This would create an almost impossible situation for her, and even where there is help in the kitchen, it is difficult to reconcile the helper to so much extra work. The average American family meets this problem by feeding the very young children separate foods and giving the older children the same diet as the adults. This is not a very good solution, for preparation of the younger children's food involves considerable added work, while the older children do not get the type of food which is best for them.

Wherever the weak and the strong are grouped together, the only way to avoid hardship to the former is for the stronger to adapt themselves to the pace or capacities of the weaker. Even if there were sufficient means and service for the children to be fed entirely separate from the adults, much would be lost in the way of companionship and family life. And it does not entail a great hardship upon the

adults to adopt a diet suited to the best interests of the children. Certain foods which are relatively hard to digest, and not very good for children anyway, must be ruled out. The so-called "protective" foods, of which the children need a relatively high proportion in the diet, are beneficial to the adult as well. Scarcely any adult would not gain in health and vitality by eating less of the rich, difficult-to-digest foods, and more of the simple, easily digested foods and those rich in vitamins, minerals, and fiber.

But a diet suited to the best interests of children is apt to be fairly expensive. Milk and eggs, fruits and vegetables, which children must have, to provide the vitamins, minerals, and good quality proteins needed for growth, are at least moderately costly foods. If the adults are also to eat liberal amounts of such foods, economies must usually be effected somewhere else in the diet. Probably the best way is for them to eat more breadstuffs and cereals than they would otherwise be inclined to, for these foods are among our cheapest sources of energy and protein, and are among the best foods for the children,

if they have the others too.

It may be advisable for the adults to economize by eating less meat, by using cheaper cuts of meat and dishes where a small amount of meat flavors bland cereal foods such as rice, macaroni, or bread crumbs. They can also reduce the food bill by using cheese or legumes as meat substitutes occasionally. Such dishes as hash, shepherd's pie, stews, and chowders, where meat is mixed with potato, are economical and may be very "tasty." Elaborate, rich, and costly desserts must be ruled out in favor of cereal puddings, custards, gelatin dishes, fruit whips, and stewed fruits. All of these policies will pay both in economy and in making the diet suitable for the children to eat along with their elders.

In a few respects the children's food must differ from the adults', contrive as we will. Very young children should be fed smaller amounts at shorter intervals; the number of foods they can take is limited, while fats and sugar should be given them only in small amounts; their foods must be either liquid, strained, or finely chopped, on account of difficulty in chewing and

because fibrous material is irritating to their sensitive digestive tracts. They should never be given harsh, strong-flavored, or highly seasoned foods; all their foods should be soft, bland, and with very little salt or sugar.

Young children cannot take raw fruits or vegetables, and during the early years even cooked fruits and vegetables must be strained or mashed. This means that, for the younger members of the family, vegetables and fruits will require some special preparation. Their cereals must be cooked for a long time, and for babies even cereal gruel must be strained to remove harsh particles. Salads should not be given before eight to ten years of age, and then only simple ones with orange or lemon juice for dressing; salads of meat or those heavy with mayonnaise dressing are unsuitable even for much older children. Fried foods, rich pastries, sauces or gravies, pickles and preserves, and desserts containing much fat or sugar should not be given children. Tea and coffee must be omitted, although cereal coffee with hot milk, hot malted milk or cocoa (not too rich or sweet) may be taken if a hot drink is desired. Regularity of meals and no between-meal eating are important rules.

PLANNING ONE FAMILY'S MEALS

NOW let us take a really difficult family to feed—difficult because of diversity of ages—and see what can be done to reduce work in the preparation and serving of foods by planning meals in which most of the foods are suitable for both adults and children. It is impossible to multiply examples in a brief article, but the following menus for one day should be helpful:



BREAKFAST

(7:30-8 A.M.)

Stewed prunes
Cooked whole-grain cereal (for instance, oatmeal)
Toast
Coffee for adults
Milk for children

DINNER

(12:30-1 P.M.)

Meat loaf
Diced carrots
Baked potato
Milk gravy
Lettuce salad (lemon-juice dressing for children, French dressing for adults)
Bread
Butter
Milk for children
Deep-dish apple pie



SUPPER

(6-6:30 P.M.)

Puffy omelet with crisp bacon
String beans
Salad of canned peach with cream cheese on lettuce (lemon-juice dressing for children, either French or mayonnaise dressing for adults)
Bread
Butter
Plain blanc mange, with caramel, chocolate, or stewed raisin sauce
Milk for children, if desired
Tea for adults, if desired

Let us assume that the family consists of father, mother, and children aged one, three, six, ten, and thirteen. We will find that the two oldest children can eat the same meals as the father and mother, with the few exceptions noted in the menus above. The six-year-old should have a mid-morning or mid-afternoon lunch—milk with a slice of bread or two Graham crackers. This child should omit the salads, have none of the pastry from the deep-dish apple pie, and have cream or a little of the cut-up canned peaches with their juice on the blanc mange instead of the sauce used by the elders. His serving of meat should be small and it will be better if he can have orange juice for breakfast. The three- and one-year-olds will need to be fed separately according to the following schedule, using in the main foods cooked for the regular meals and specially modified so as to make them suitable for very young children:

Baby, 1 Year

7 A.M.

Milk, warm, 1 cup

9 A.M.

Orange juice, 2 tbsp.
Cod-liver oil, 1 tsp.

10 A.M.

Cereal jelly, strained, 2 tbsp.
Milk for cereal, $\frac{1}{4}$ cup
Milk to drink, $\frac{3}{4}$ cup
Zwieback, 1 piece

1:30-2 P.M.

Baked potato, $\frac{1}{2}$ small
Egg yolk, 1
Carrot pulp, strained, 2 tsp.
Bread (hard), $\frac{1}{2}$ slice
Prune pulp, strained, 1 tbsp.
Milk, 1 cup

5:30 P.M.

Cereal jelly, strained, 2 tbsp.
Milk for cereal, $\frac{1}{4}$ cup
Bread, $\frac{1}{2}$ slice (or piece Zwieback)
Milk to drink, $\frac{3}{4}$ cup

Child, 3 Years

7-7:30 A.M.

Cereal, unstrained
Toast
Milk, 1 cup
Orange juice, 3 tbsp.
Cod-liver oil, 1-2 tsp.

10 A.M.

Milk, $\frac{3}{4}$ cup
Bread (hard), 1 slice

1:30-2 P.M.

Baked potato, 1 small
Egg, 1 whole, poached
Carrot pulp, strained, 2 tbsp.
Bread, 1 slice
Butter, 1 tsp.
Prune pulp, strained, 2 tbsp.
Milk, $\frac{3}{4}$ cup
Cereal, unstrained, $\frac{1}{4}$ cup
Milk for cereal, $\frac{1}{4}$ cup
Milk to drink, $\frac{3}{4}$ cup
Toast, 1 slice
Plain blanc mange, $\frac{1}{4}$ cup with a little peach juice

You will notice that the two youngest children are fed just before the family breakfast, after the dinner, and before the supper for the rest of the family. The six-year-old (if not at school) should join them in a mid-morning lunch at 10 A.M., which is the only "extra" meal for him and one which is very simple to prepare and serve. On such a schedule, the baby and the three-year-old would have their naps during the family dinner hour (12:30 to 1), and have their main meal of the day immediately afterwards. If pre- (Continued on page 40)

ROOMS for the TEENS

by FILBY EDMUNDS

Good Results Can Be Expected from the Impersonal Influence of a Personal Room

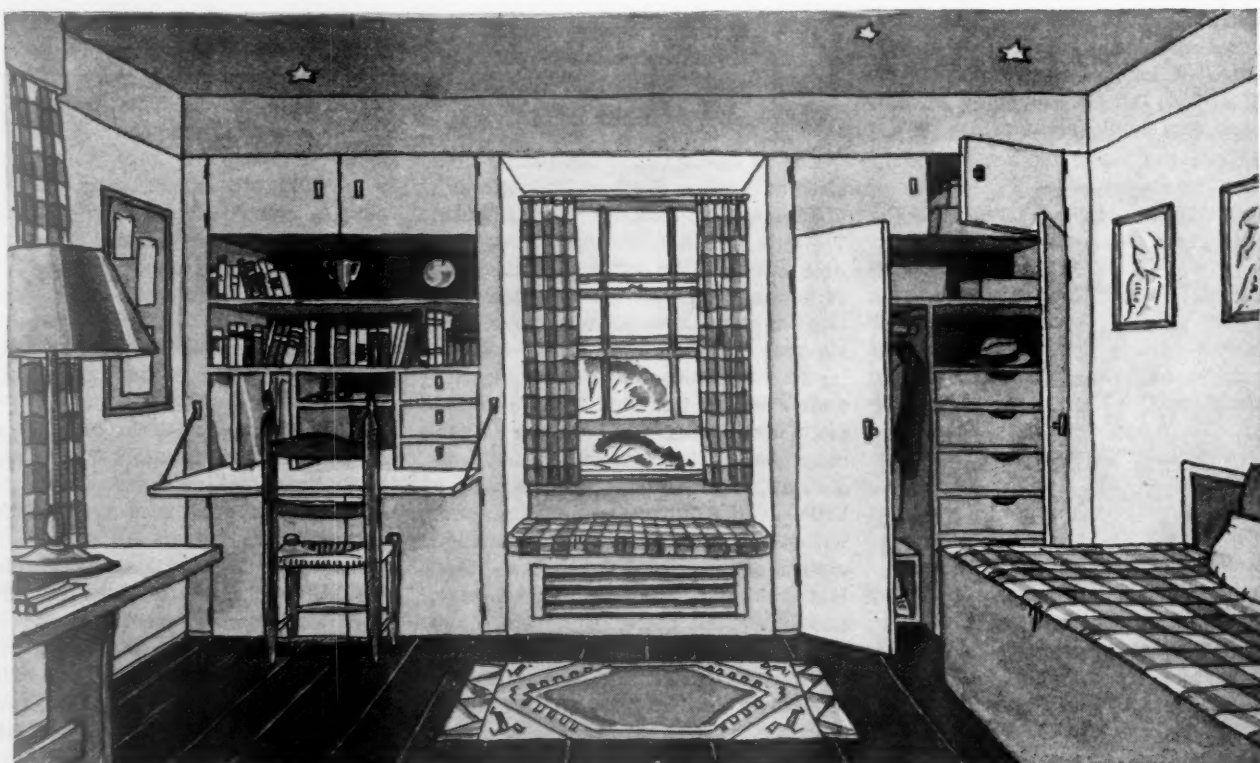
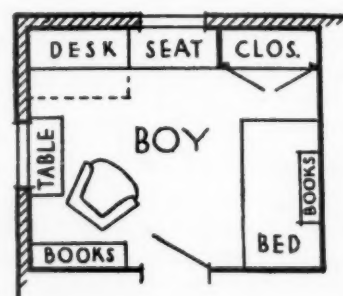
WE are in the room that is to belong to a young person in the early teens. "Adolescent" is the scientific name given to the group, but I am going to avoid that word because it immediately suggests "Problems," and problems as such are not to enter this discussion. All that follows, indeed, is written with the idea of circumnavigating problems, preventing them, at least to as great an extent as can be expected of as impersonal an influence as a Personal Room!

We are, then, in that very room which is to aid in accomplishing so much. Would it seem too frivolous, in our responsible and respected rôles of parents, to suggest that we take a slightly whimsical but also, fortunately, invisible seat on the clock?

The morning air is coming in the window, and it is just before seven. There is a minute before the point at which the alarm will sound for us to look around. It is obviously an upstairs room and only average in size, yet its character is that of a downstairs living room. There is pleasant color throughout, and comfort too, pictures, books, and the print of a personality rather than "just a decorator."

There is not time to analyze this, for the alarm sounds. Plenty of alarm clocks would have immediately vibrated us off our imaginary perch, but this one has been selected for its pleasant tone. The individual in the bed gives it immediate response with the alacrity of habit rather than the

alacrity of jangled nerves. The person in the bed is quiet for a moment or two and we realize that during that time the happy atmosphere of the room is being absorbed—its color in the early light of day, its home-craft quality, its air of furnishing an agreeable background for an imagination. Then—action! A small, soft rug beside



ILLUSTRATIONS BY THE AUTHOR

In such a room as this, a young man can live his own life, and surround himself with the things dear to the masculine heart

HOUSEHOLD HINTS

the bed is welcome in the jiffy before bedroom slippers are found; then the bedclothes are turned back, the windows closed, and the day has begun.

Order is the most notable quality of the ensuing minutes. As bureau drawers are pulled out we see neat compartments for hosiery, handkerchiefs, toilet articles, etc. All the drawers are shallow rather than deep, thereby allowing one drawer for each type of garment rather than stacks of assorted clothes. It is obvious that egg-beater tactics in a hurried search through these drawers would be wholly unnecessary. A glimpse into the closet reveals more color and, equally intriguing, more system. There is a transverse rod for hangers and plenty of them, both the ordinary coat type and the more specialized trouser-or-skirt grips, a rack for assorted footwear, and a smaller one for ties and

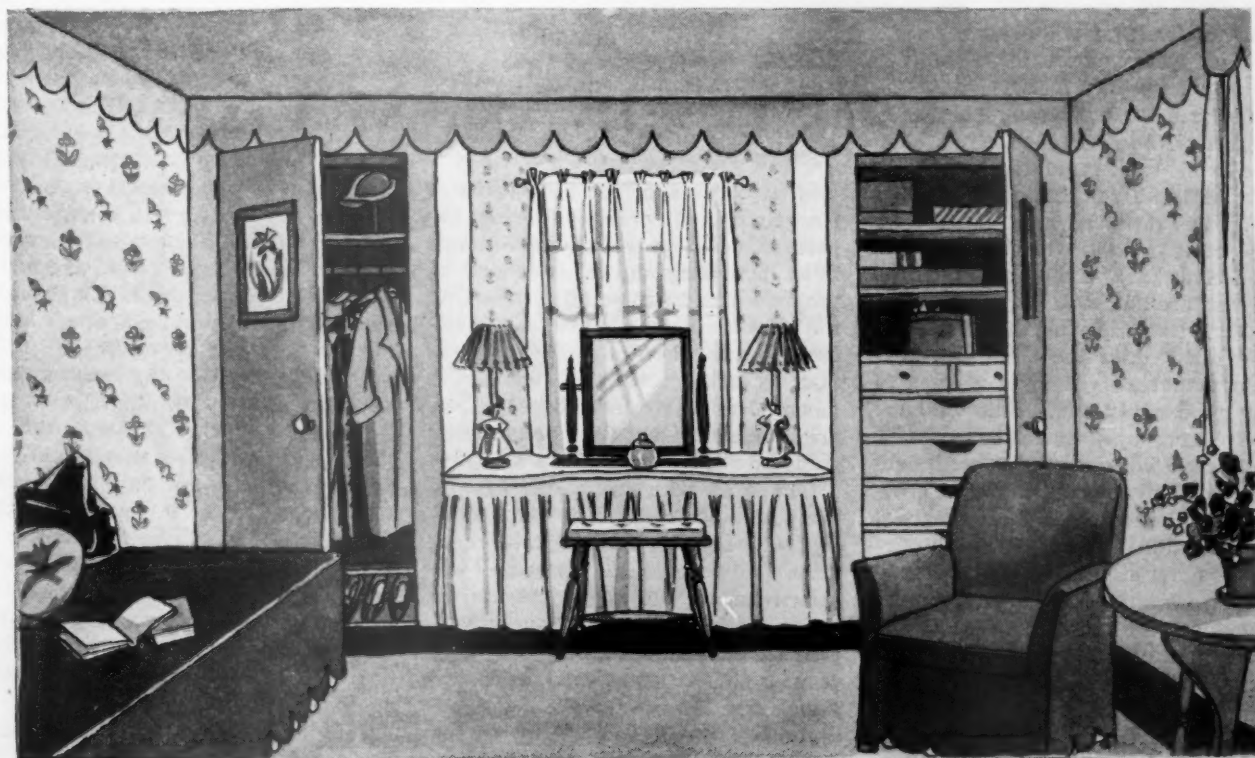
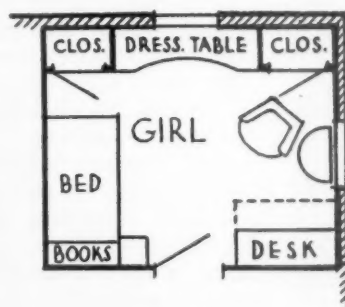
scarfs. Shelf room also in the closet gives a glimpse of hats and small storage boxes. The process of getting dressed has indeed been made smooth and swift.

In the breakfast interval we have time to observe more closely a number of special details of the room. There are the three or four simply framed reproductions of paintings, at least one of which we suspect of being carefully culled from a favorite storybook. From their subject matter it is easy to guess that they have a timely interest for their owner which is reason enough for their being hung. In due season they will undoubtedly be removed and laid away, their places being taken in those same neutral frames by a more advanced concept of pictorial art. It is interesting to notice the cork panel—on the wall since nursery days—still busy, but now as a bulletin and display board, evidently full of reminders for an active young citizen. The treatment at the windows has added color to the room without cutting off any light, for the rod from which the curtains hang extends beyond the sides of the window so that the window frame rather than the glass is covered. Although the curtains are far from having a bedroom character, they are equipped for long

nights at open windows by being arranged to hook up and away from the wind and weather. One window is the nucleus of a very inviting small reading nook. This will bear further investigation, but meanwhile the owner of the room returns.

We are now witness to a departure for school which might well be emulated by that large portion of the adult community which tears for work each morning. First the bed is made and covered with a well-fitted, boxed spread of dark material. The pillow is slid and snapped into a cover to match, one or two other cushions are plumped along the wall, and instantly the last sign of a bedroom is gone. Then the well-organized desk yields the previous evening's home work, the bookcase above offers the required books a memo on the cork panel makes its special reminder for the day, and a dip into the closet supplies coat and hat. I think you will agree that the room has cooperated to the fullest in sending an unflurried and poised individual out into what must be a most appreciative day.

NOW is our opportunity to try to analyze the charm of the room, for the high school student will not be back until after- (Continued on page 38)



The young lady who lives in a dainty, feminine room of her own will be a more artistic grown-up and imaginative housekeeper

HANDLING THE MILK QUESTION .

by Elizabeth McG. Graham

ONE of the earliest known forms of consumer resistance probably was that shown by the child who couldn't be persuaded to drink his milk.

If the question "Well, what are we going to do about it?" has been raised once it has been raised a million times. In answering it, we've all fairly twisted ourselves into gargoyles devising effective but albeit sometimes complicated methods of catching the child off his guard, as it were, in order to persuade him to drink the daily quota of milk.

It almost seems as though, in the matter of getting children to drink milk, we haven't been able to see the woods for the trees. For along comes a recent study of 3,413 families in a city which may be considered as fairly typical, which by actual tabulation shows that the per person consumption of milk is materially higher in the families where one or more of the adult members drink milk regularly than in those families in which the grown-ups drink no milk.

In other words, when the parents themselves are drinking milk, the children are automatically drinking it too. It's as simple as that. And it's none other than the same old psychology that Tom Sawyer utilized to such good advantage. While we have been calling upon the arts of every conceivable ingenuity and persuasiveness, we've overlooked the most obvious, and apparently the most effective, method of all. Do we drink milk ourselves? After all, sauce for the goose is in this case still sauce for the gander.

Here are the facts, as given to the public in a preliminary report of a study made in Philadelphia by Pennsylvania State College and the United States Department of Agriculture. The mothers were at the very bottom of the class in the showing they made. Only 17 per cent of the mothers drank

milk regularly while 23 per cent of the fathers and 36 per cent of the other adult members of the family were drinking it regularly.

In fact, 58 per cent of the mothers never drank *any* fresh milk! And yet I wonder how many of those same mothers have said, "No, you can't be excused from the table until you've finished your glass of milk."

This matter of milk drinking has



PHOTOGRAPH BY DORIS WRIGHT

been a concern of the schools for a long time. And splendid progress has been made in providing milk-service in an increasing number of schools. A progress due, in no small measure, to the interest of parent groups. Teachers, too, have been steadily stressing milk as an important part of "the A lunch." Results of these varied efforts are evidenced in the Philadelphia study and are greatly encouraging.

Compared with five years ago, 23 per cent more children in the adolescent ages are now drinking milk regularly. A phenomenal increase was shown among the negro children of whom thirty more out of every hundred are drinking milk every day than when a similar study was made five years ago. However, with the exception of the Italian group, among children of thirteen years and under there was a decided decrease in the number who drank milk regularly.

Is it possible that this decline among the children reverts back to the influence of the parents? For here again this parallel would seem to exist, for although generally speaking the total number of people who drink milk regularly has continued to increase over the past decade, yet without exception this 1934 study showed that there were fewer adults drinking milk regularly than several years ago.

It is not surprising to find a definite relationship between income and per capita milk drinking. In fact, Mr. T. K. Cowden, directing the study, says that "the per capita income appears to have a very decided effect upon milk-drinking habits. Almost without exception, as the income rises a higher percentage of the various members of the family drink milk.

This holds true for the adult members as well as for the children; the percentage of those who never drink milk declines in the high income group as compared with the lower. In the higher income groups families may have a better understanding of the nutritive value of milk. No doubt this fact has some influence upon their milk-drinking habits."

Nevertheless, after the income point of eighteen dollars a week has been reached, the amount of fluid milk used per person declines somewhat, indicating that after all there

are some existing factors other than income. An insight into these factors is to be found in the explanation made by these same 3,413 adults as to why they did or did not drink milk. Among the adults 75 per cent drank milk simply "because they like it," while only 18 per cent of the reasons dealt with the aspect of health. Some of the adults did not drink any milk, this 43 per cent said, because they disliked it; 33 per cent because they felt it was too expensive; and 9 per cent—mothers?—believed it to be fattening.

These same parents' children held only slightly different views; 34 per cent of the reasons assigned to the children's drinking milk dealt with health, 62 per cent with the fact, again, that they liked it.

This is very significant. Through this carefully-selected cross-section of the families of a typical city, we obtain a clear (Continued on page 39)

• THE ROBINSON FAMILY •



REST and SLEEP IN SUMMER

by S. J. Crumbine, M.D.

RIVERSIDE PARK is certainly a godsend this hot weather. No matter how unbearable the other streets may be there is always a little breeze down by the river, so it is not strange that the park is crowded, night after night, during the summer.

One evening this week I took a late walk there and was not surprised to find every bench occupied, every patch of grass dotted with figures, and every path alive with strollers. Most of the grown-ups were fanning themselves and talking quietly together. The boys and girls, more energetic than their elders, were running around, playing games. The babies were asleep in their carriages or in their mothers' arms. Up and down the road bordering the park went endless streams of automobiles, carrying other families in search of a breath of cool air.

I was just wishing that private houses were air-conditioned, when I heard a familiar hail and, turning, recognized Mr. Robinson with Jack and Mollie.

"Hello there, Doctor," exclaimed Mr. Robinson. "Have you been cooling off, too?"

"Trying to!" I replied. "Pretty bad, isn't it?"

"Come on home with us," said Jack, "and have an ice cream or something."

The other two seconded the invitation, so all four of us piled into the Robinson car.

Mrs. Robinson was sitting by the open window when we arrived, and

while Jack and Mollie went off to the kitchen to fix the ice cream we three sat and discussed the heat. Mrs. Robinson evidently felt rather conscience-stricken, for she suddenly said, "I suppose you think Jack and Mollie ought to have been in bed long ago, Doctor, but what's the use when it's too hot to sleep?"

"Everybody in town seems to agree with you," I replied, "and I'm not sure I don't agree myself."

Mrs. Robinson looked both surprised and relieved.

"But I thought you always insisted on regular bedtimes, and lots of sleep and rest for growing children."

"So I do, as a rule," I told her, "and children need fully as much rest and sleep in hot weather as at any other time; but after an exceptionally hot day like this I think they're not harmed by a later bedtime—provided they've had a good rest in the afternoon."

Mrs. Robinson sighed. "It's all very well to talk about afternoon naps, Doctor," she said, "but how to get the children to take them? The little ones aren't so bad—Tommie sleeps for an hour or two after lunch, and Nancy at least lies down and often falls asleep—But Mollie and Jack think it's sissy to sleep in the afternoon."

Mr. Robinson smiled at that.

"They wouldn't," he declared, "if they lived in a tropical country where the siesta is as much a part of the day's routine as breakfast! Good

scheme, too, and highly refreshing."

Mrs. Robinson's face brightened.

"That's an idea, John!" she exclaimed. "Why don't you tell them how you used to take a siesta every afternoon when you were in South America. And why don't we all take an afternoon nap at the same time—that is, when you're at home, of course. The children and I can do it every day in the summer."

The afternoon nap seems to be the best way of solving the sleeping problem in hot weather. Somehow it is easier to sleep during a hot day than during a hot night—perhaps because the night seems so endless when you are tossing around in the airless dark, perhaps, too, because there seem to be so many more noises on a hot evening. More cars rattle by, more strollers call to one another as they pass, more screen doors bang, more phonographs blare their way across the night air. In the middle of the day, none of these distractions seems so persistent or nerve-wracking. Mrs. Robinson will find it a good plan to make the daily siesta a part of her family routine while the children are out of school.

She is right, of course, to be concerned about the amount of sleep the children are getting, for she knows that growing children need ample sleep and rest if they are to be well and to grow properly. It is impossible to say precisely how many hours of sleep any child (Continued on page 29)

An Educator Looks at the Parent-Teacher Association

by **ELMER S. HOLBECK**

THE situation today leaves very little doubt in our minds. In almost every community, large or small, this association of potentialities—connecting link between home and school—is assuming a prominent position in the education of children.

But the progress of the parent-teacher association has not been easy. Opposition has been encountered and fought. Criticism on the part of lay citizens is—and has been—largely due to the misunderstanding of the purposes and functions of the association, and the failure on the part of some educators to accept the work of the parent-teacher association as a contribution toward the education of the child. "If you must have one," said one principal, "keep the members busy with outside activities so that they won't interfere with school affairs." Another, who feels that he must dominate the association, advises, "Never allow the parents to have a majority of members on the Executive committee!" Such reactions are in complete disregard of the purpose and functions of the parent-teacher association.

The fact that the parent-teacher association has weathered the vicissitudes of thirty-eight years and has grown to a membership of over 1,700,000 is convincing evidence of its usefulness and enormously high appeal. It is high time for educators to realize the potentialities of this movement. Attempts to keep the association unimportant and to direct its energies into channels not helpful and educational can no longer be justified in a period when education has become a science. The parent-teacher association moves on. With the far-reaching results of parent education, child welfare, and other educational activities, it exercises a tremendous influence on those who are concerned with the development of the whole people. Since this is true, why is there opposition?

Lack of information regarding this work seems to be the answer. Jealousy regarding the prerogatives of the school, unwillingness to accept responsibility for leadership, misunder-

standings, and prejudice may delay the march of the association, but only to a certain extent.

Consider, for example, the whole-hearted support which the association has given schools in times of financial stress. The forward-looking educator seeks to enlist and train a supporting citizen power. When such headlines as "Parent-Teacher Association Takes Stand Against Salary Reduction" or "Parents Insist Upon the Maintenance of All Essential Services in Our Schools" appear in the newspapers, it is simply further evidence of the cooperation and sympathetic support, waiting and available in most communities. And in most communities, the results have been higher educational standards and mutual benefit.

Or, look at the responsibilities of the school director. The growth and development of the parent-teacher association in various communities depend very largely upon the attitude of the principal of the school. He can hasten or retard the formation of such a unit between parents and teachers. Upon him rests the responsibility of establishing a correct philosophy of education and of fostering the high ideals which will direct an association toward important educational activities. You may ask how his position is related to other phases of community life. Here is the statement of an educator regarding the educational effects of society: "We know that the community or the conglomerate of stimulus and experience in the midst of which, and by means of which, the child grows up, will be the real educator of the child, shaping his mind, nourishing his emotions, forming his habits and his will, or no will; and we know that, in the main, the academic school-teacher will be a more or less anxious but helpless spectator of the whole process." The development of sound working relationships between school, home, and community, so important in the education of children, can never be realized until the administrator throws himself whole-heartedly into this

necessary phase of school education.

The administrative procedure of the principal can be made to function autocratically or otherwise. This is especially true when the principal, fortified by expert knowledge, is dealing with a phase of education which P. T. A. members have never been equipped to deal with in abstract terms or with any perspective. It is so easy for the principal of a modern school, with the multitudinous duties thrust upon him, to dismiss the queries of such lay groups, queries usually couched in non-academic terms, ill-expressed, perhaps only half articulated. It is so easy for him to carry over the attitude with which an older person deals with children.

Suppose we school people reverse this procedure and treat lay people as adults of our own standing. To be sure, this course of action makes large demands upon the administrator and the person in authority, but the inspiring results of such effort, both in personal development and in the rise of a new kind of integrated community around the local schoolhouse, seem to justify accepting the challenge.

Education should be a function of the whole life. We shall never know a satisfactory scheme in education until we create a more complete and organized community life. Why not make these parent-teacher associations a field for the development of community leaders and a means of widening the horizons of the school and helping it to understand modern society? Why not organize our schools to reach out beyond the four walls of the classroom? No school program can be intelligent which ignores this aspect of education. When educators realize this, I feel sure that the satisfaction of watching the development of individual parents who respond to such an attitude will be quite enough to stimulate further effort, to say nothing of the actual, practical results in the smoother working of the school administration which will follow.

The educator's position should be one of interest, cooperation, and stimulation. To await the procession and welcome it is not enough; the educator should be willing to meet the group at least half way. The parent-teacher association is with the educator—if he will only see its possibilities!



This is how it feels to be a Princess



BEHOLD a little girl whose mother was afraid her child would be "unhappy" in the hospital!

Watched over by physicians who understand heart and mind, as well as body . . . tended by nurses who know that sympathy and affection are often as important as efficiency . . . reveling in a succession of new-found comforts . . . this young lady is learning how it feels to be a princess and *loving* it.

And this little girl and her mother are but two of the many who, every day and every night, discover what a haven of help the hospital really is. Each day men and women enter, broken in body and spirit, and afraid. And others leave,

each day, with new hope in their faces, new strength in their bodies and gratitude in their hearts.

Your physician will tell you that in many cases, only the hospital can offer the equipment, surroundings, and care conducive to a prompt and thorough recovery. Yet many people start to protest when the doctor mentions the word "hospital." Why? Chiefly because, being unfamiliar with the inside of a hospital, they have formed their own erroneous opinions of what it is like.

If you have any doubts about hospitals, the quickest way to dispel them is to visit one of the hospitals in your locality.

Talk to the men and women there who are giving their lives to healing the sick. Observe how smoothly everything runs. Learn something of the work which the hospital is doing to keep contagious diseases under control in your city or town. Above all else, discover for yourself what a friendly, restful, quiet place a hospital really is.

PARKE, DAVIS & COMPANY

DETROIT, MICHIGAN

*The World's Largest Makers of
Pharmaceutical and Biological Products*

SUMMER-TIME —A HEALTHY TIME FOR BABIES

(Continued from page 7)

where the supply of fresh milk is uncertain, are in the forms of unsweetened evaporated milk or the various types of prepared dried milk foods. The latter are also convenient to use because most of them require only mixture with boiled water for their preparation. Many mothers, both at home and in the country, find useful and practical the specially prepared infant vegetables and cereals.

Safe drinking water we take for granted at home and where municipal supplies are available. Where wells and springs are relied upon, their record for purity should be known, or the water should be boiled; it should certainly be boiled before being given to young infants.

NEXT in importance in our summer care of infants is their protection against the hazards, major and minor, of excessive heat. The clothing should, obviously, be scanty during the hot weather, and of the lightest material, preferably cotton; a band and diapers or a thin dress or nightgown and the diaper will be the only two garments necessary when the temperature is really high. When in the shade, infants and young children appreciate the advantage of being in the altogether, as the state of nudity has been delicately termed. The two usual errors that are made in children's summer clothing lie in putting too much clothing on them when they are in the shade and not enough when they are in the sun. Sunburn is frequently not considered seriously enough until it has occurred, and the danger of sunstroke if the head is not covered is too real to be taken lightly. In these matters, of course, a considerable degree of common sense judgment is of value in making one's plans and determining one's course of action. In very hot weather, when even adults do not care to stir abroad, the younger members of the family should certainly be kept indoors or in the shade.

Children of the runabout age may play in sun suits if the sun is not too intense, but they should be habituated to it gradually and allowed to acquire their coats of tan without passing through the stage of blistering sunburn. The skin may be partially protected by a coat of oil, and a lotion should be kept on hand for accidental



For the baby, the summer will bring fresh air and sunshine—in short, health and happiness

sunburns, heat rashes, and insect bites. For these runabout children, also, unless the ground for their play has been scrupulously selected, shoes should be provided to protect against the danger of cuts and wounds from broken glass and rusty nails. So far as the mechanical use of their feet is concerned children benefit from playing in the grass, among the rocks, or on the beach in their bare feet or in sneakers, but from the unresisting surface of the pavements they should be protected by leather soles.

I have mentioned keeping on hand a lotion which may be used for insect bites. Bites and stings may constitute one of the major annoyances of life in the first summer or two, for it is a common experience to find that babies and little children react much more severely to them than do older children and adults. Screening for win-

children should be offered more fruits and vegetables and less fatty foods than ordinarily. In case of digestive upsets with vomiting or diarrhea, or both, due to excessive heat or to infections, food should be temporarily omitted and orange juice and water given in small, gradually increasing quantities until normal function is restored, when food may be given with caution.

Cod-liver oil is usually unnecessary during the summer-time, although it may be continued in reduced amounts except in the hottest weather. Its place will be taken by the sun bath which should be begun as early as possible out of doors, starting with an exposure of only a small part of the body and for only a few minutes, gradually increasing until it is given with the infant naked for a period of twenty minutes or half an hour. In very hot weather this should be given before ten o'clock in the morning or after three in the afternoon; if the sun's rays are not too penetrating, as in early or late summer, the time just before or after the two o'clock feeding may be the most convenient.

This article seems to have developed into a series of major and minor warnings, with more or less detailed instructions on certain points in the baby's care, although my intention had been to develop the theme of the summer as the time of health and happiness. Nevertheless, if health is to be maintained, it must be safeguarded, regardless of the season; and if happiness is to be our lot, it must be built upon a foundation of health.

For the baby the summer will bring fresh air and warmth and sunshine and cooling breezes. For the older children it means green grass beneath blue skies and a freer range to roam over, sandpiles and swings and out-of-door paraphernalia and perhaps ocean or lake or countryside. What more could they desire?

To My Children Some Years Hence

by Frances White

*I wonder what you will remember
When you're grown,
Will it be the times I scolded
Or the happiness you've known?*

*Will you remember birthday cakes,
Easter eggs and Christmas days,
Picnics, swims, and walks we took—
Or my impatient ways?*

*Will you remember jokes we had,
The songs at night,
The fairy tales I told—or will
You just recall some slight?*

*I wonder what you will remember
Of these years,
And if you will forget how much
I love you, dears?*

Safeguarding

YOUR CHILD'S

FAVORITE CEREAL



EVERY child loves the crisp, appetizing goodness of Kellogg's Corn Flakes, and mothers know that Kellogg's are a nourishing food, rich in energy, easy to digest. Nevertheless, it's important to remember that "corn flakes" are not all alike.

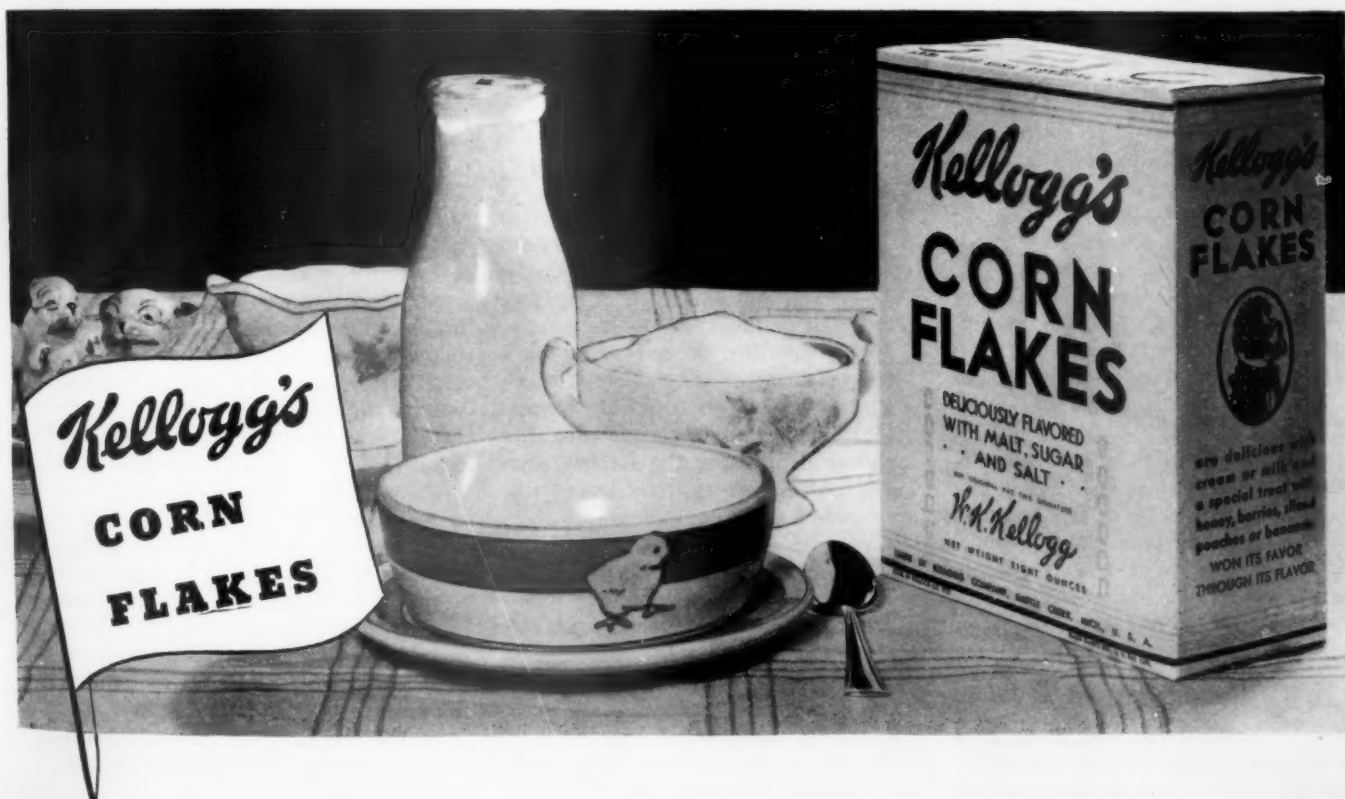
There is only one standard for Kellogg's Corn Flakes, and every package must reach that standard—the best that can be made. The Kellogg factory is a model of its kind. Through every step of manufacture, from the huge, bright kitchens and shining ovens to the packaging machines, spotless cleanliness prevails. And everywhere

along the line watchful inspectors test the product for quality and uniformity.

The result is that Kellogg's Corn Flakes reach your table as pure, clean and wholesome as any food you can buy.

Serve Kellogg's often. They make an appetizing breakfast, a wholesome lunch or after-school snack, and an ideal evening meal for little children who go to bed early.

Insist on the best for your family. Buy Kellogg's, in the red-and-green package. At all grocers. Made by Kellogg in Battle Creek.



RECREATION ON THE FAMILY PLAN

(Continued from page 9)

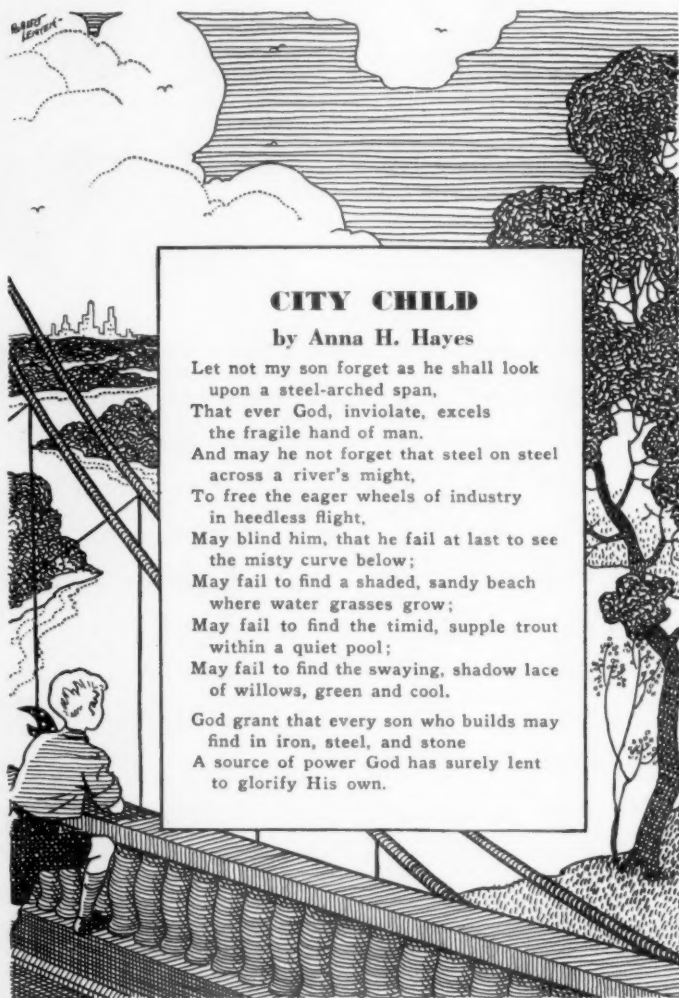
caution and success. The most finicky child who is a guest will amaze his mother by consuming anything he has helped cook. Their scrambled eggs are often of a darker hue than I should dare to serve in the house. However, their concoction of crisp bacon, canned corn, and tomatoes never fails to please. The older children make pancakes on cool mornings—the ingredients carried out in a basket. It takes hours to prepare and serve the meal, but it is entirely satisfying. The children are within my sight and hearing all the time, but I usually refrain from interfering. However, with groups of more than six children I stay close by as I find carelessness increases with a large number in the group.

Indoor cooking interests our boys and girls the year round, but the boys have always enjoyed it particularly. They can produce excellent cakes, cookies, gingerbread, and simple desserts. An electric range has decreased the danger of burns and of uncertain results. All of them have helped with the preparation of vegetables since their chubby two-year-old fingers had to retrieve from the floor half of the peas they popped out of the pods. After a cooking project the cooks wash everything and put it away unless previously arranged otherwise.

I find it well to keep out of the kitchen during the proceedings unless assistance is requested in an emergency. The place is bound to get pretty messy. A great deal of giggling seems indispensable. Once last summer I was compelled to look in because of the unusual hilarity of the two nine-year-old boys, mine and a neighbor's, who, with their five-year-old sisters, were making and bottling root beer. The spectacle would have turned a home economics teacher pale. The four children were bent over the worktable where some of the beverage was spilled, lapping it up with their four pink tongues, while underneath the table the dog was busily lapping up whatever dripped on the floor. Even the children's best efforts with floor mop and dishcloth still leave a certain stickiness after these cooking orgies and I

look forward to the day when dishwashing and cleaning up after meals will be done more efficiently. Meanwhile, we praise the shiny dishes and don't emphasize the sticky ones unduly.

ON rainy days and in exceedingly hot weather the boys find occupation



CITY CHILD

by Anna H. Hayes

Let not my son forget as he shall look
upon a steel-arched span,
That ever God, inviolate, excels
the fragile hand of man.
And may he not forget that steel on steel
across a river's might,
To free the eager wheels of industry
in heedless flight,
May blind him, that he fail at last to see
the misty curve below;
May fail to find a shaded, sandy beach
where water grasses grow;
May fail to find the timid, supple trout
within a quiet pool;
May fail to find the swaying, shadow lace
of willows, green and cool.
God grant that every son who builds may
find in iron, steel, and stone
A source of power God has surely lent
to glorify His own.

with their stamp books, or with tools at their basement workbench. Boats and innumerable model airplanes are built, painted, and played with—often outdoors under the trees. We have passed through stages of digging holes in the ground for caves and of building platforms in the trees to be reached only by shinning up a rope or by a ladder for the girls.

The older girl likes to sew. Last summer she cut and made simple garments with my help, using the electric sewing machine more skilfully than I had anticipated. Learning to mend and care for her own clothes is a necessity for any girl, even when quite young, I believe. Since she was eight my elder daughter has been able to wash by hand and iron some of her own dresses and underwear.

Our clothing for the summer is of the utmost simplicity—overalls and khaki shorts for the boys, worn with thin blouses, often their winter shirts

with worn sleeves and collars cut off. The girls wear shorts and sleeveless blouses most of the time. Dresses are donned for street wear, Sunday school, and an occasional party. By using the new rough and crinkly weaves for clothing without ruffles and pleats, much ironing time is saved.

We try to have a child as house guest either with his parents or alone for intervals during the summer and our children enjoy the reciprocal visits to friends in near-by towns. This helps to increase a sense of social responsibility. As they grow older we hope to borrow our friends' babies once in a while, for the care of a small child is both excellent training and a real pleasure. Our children are always entranced at having a baby in the family circle now and then.

Planning simple parties is another diversion. The children can arrange and execute games and contests without much supervision, doing their own shopping for prizes at the ten cent store with a small amount of money. They clean and decorate their basement playroom with boundless energy. Then there are the home talent shows with a penny admission charge which they work up entirely by themselves and which are often convulsingly funny to the grown-ups.

We play many quiet games together, both summer and winter—flinch and cribbage, checkers and hearts. Many of these games make for skill in observation and quickness in the manipulation of numbers. I have nearly despaired at times of their learning to play peaceably together without adult arbitration, but a sense of good sportsmanship is increasing. When the arguing gets too severe for a busy mother's nerves, the game is stopped, neighbors depart, and the children are banished to the solitude of their rooms.

More of the children's summer leisure is occupied by reading than by any other one activity. The public libraries are then a boon to us all; it is a pleasure to indulge in books and magazines during summer's daylight. The older ones read quickly and tirelessly, it seems to me, while the little girl finds those happy occupations that the youngest in the family can usually manage, having been left so much to her own devices.

We look forward to these next few months as they bring us release from a rigorous schedule. Bedtime and meal hours are far more elastic than in the winter. The children share the household tasks with some grumbling, but for the most part they do the things they like best to do. Just to make certain that you don't picture us as one of those nests of little birds who all agree, may I assure you that the teasing and arguing are intermittent—and normal, I understand.

The six-year-old participated as flower girl in a friend's wedding at the end of last summer. Looking particularly angelic in her wedding dress and curls, she was engaged afterward in polite conversation with the elderly minister. He asked her if she had brothers or sisters. She replied that she had two brothers and one sister. Then he said, "And how do you get along?"

She smiled up at him and answered in her sweet little voice, "Not very well."

• • •

THE ROBINSON FAMILY

(Continued from page 23)

needs, for individuals differ so much. As a rough guide I have given Mrs. Robinson the following table: For the night sleep, children up to the seventh or eighth year should have twelve hours.

Age	Hours of Night Sleep
9	11½
10	11½
11	11
12	10½
13	10
14	9½
15	9½
16	9

It is easy to tell whether a child is getting enough sleep, even in hot weather. A well-rested, normally healthy child will eat properly, gain weight pretty regularly, and be good-tempered and happy during his waking hours. If these signs are not present, then it is time to adjust the daily schedule to include more sleep and rest.

The Robinsons are finding it more difficult to endure the heat this year because they are not used to spending their summers in the city. I hope they will adjust themselves satisfactorily by living to suit the weather instead of wasting their breath wishing the weather would change to suit them!

As in so many other situations, the problems that come up in trying to give your children the best possible care are never solved by conforming blindly to any set rule which should fit the case. Often, a little elasticity of thought and a sane alternative are preferable.

"Oh darn! Darn! Double-darn! Every time I get him part way up, he falls down again! I'd like to break his old ladder in a trillion pieces! I will not be quiet—and I won't be good! I'm mad!"



"Bath-time? . . . Oh . . . Well, that's different. Will you let me spank the water—and poke a hole in the soap? And do I get some soft, smooth Johnson's Baby Powder all over me afterward?"



"Hurray! When I'm under that dandypowder shower I could just squeal for joy. And I never have a rash or a prickle or a chafe, do I? What do I care if things go wrong in my work!"



"I'm Johnson's Baby Powder . . . and wherever I go, babies forget their troubles! For I keep their skins smooth and soft as satin—I'm satin-soft myself! I'm made of finest Italian talc—no gritty particles as in some powders. No zinc stearate or orris-root either. Your baby will appreciate Johnson's Baby Soap and Baby Cream, too!"

Johnson + Johnson
NEW BRUNSWICK NEW JERSEY



IS MY CHILD OLD ENOUGH FOR MUSIC LESSONS?

(Continued from page 14)

shoes to a ride in the automobile, a picnic, or a visit to Santa Claus.

For the quiet hour there are finger plays. This is a field that will be welcomed by many parents who feel handicapped because they do not play the piano. Every child learns "This Little Pig Went to Market" and "Patty Cake." There are many more, some consisting of attractive little rhymes, while others are enhanced by musical settings. Finger plays can continue long after the child has begun his music lessons, as they are an admirable way to develop finger independence without ever saying a word about "finger exercises."

MUSICAL EQUIPMENT FOR THE YOUNGEST

AT no time in the history of childhood has there been such delightful musical material available for small children. You will undoubtedly want to provide music books as you provide storybooks. The Mother Goose songs and traditional nursery rhymes that are new and fascinating to each successive generation have been edited in many forms with attractive covers and illustrations. There are gay modern pieces about the child in his own world. There are delightful collections of folk songs from other lands. And there are music books which contain lovely pictures for the child to color as he becomes acquainted with each new piece. (A note right here to the mothers who play little or who do not play at all. An easy way to instruct and entertain your small son and daughter while developing your own ability is to purchase one of the charmingly illustrated beginner's books containing short little pieces that involve the use of only one finger at a time. Most of these books have interesting words set to the music.) You can play and the children can sing. Later, they will keenly enjoy being able to play the little pieces they know so well.

In addition to songbooks, there is the type of material that is used in toy orchestras in nursery schools and kindergartens. A cymbal, a drum, a triangle, or a tambourine is a great help in establishing rhythm consciousness. It is satisfying to a small child to be able to beat the drum in time to the piano or the phonograph as his older

brothers and sisters march around the room.

The cost of this early musical experience need not be great. Rhythm instruments can be easily contrived at home. A water glass struck lightly with a spoon will produce a musical tone. Wooden blocks can be clapped together or tapped with a stick. And a small box containing a few pebbles and fastened tightly makes a desirable substitute for a tambourine.

The equipment for musical plays can be furnished by odds and ends around the house. Often no equipment beyond the music is necessary. The child's imagination sets the scene and provides the costumes. Johnny and Mary can be clowns and fairies without the slightest apparent transformation. Of course, a little costume now and then does wonders. A crêpe-paper ruff makes a delightful flower, and a soldier can be achieved by the simple addition of a paper hat.

If only one songbook can be purchased, it is wise to buy one that has songs that can be sung to the children as well as songs that they themselves can learn. Portable phonographs are inexpensive blessings.

The chief item of equipment rests with the parents themselves. As we have said, all of this requires time, patience, and ingenuity. For the mother who wants her children to love music, a portion of each day set aside to play and sing with them will be an excellent investment. She will discover that such a breathing space in a busy day is an inspiration and a joy to her as well as to the children. It will be something that they will look forward to each day and look back on with pleasure as they grow older. We know from the charming poem, "The Children's Hour," that Longfellow had much the same plan with his children. There was a time between dusk and twilight that belonged to them, and they never failed to rush eagerly to his study to share it with him—"Grave Alice, and laughing Allegra, and Edith with the golden hair."

ADVANTAGES OF AN EARLY INTRODUCTION TO MUSIC

JUST what does all this do for the child? In the first place, he has a happy and enjoyable time. In the second place, he is acquiring poise, that most sought-after necessity of modern life. The child who can march in perfect time or express the mood of the music in play or dance is developing excellent physical coordination. The child who can stand unconcernedly beside the piano and sing a little song is on the high road to becoming a poised personality.

In the third place, this early musical experience is invaluable as "ear training." Often parents who despair be-

cause their child can't "carry a tune" discover after a few music lessons that he can sing as well as any one. The only trouble had been that he had never noticed melody. Any public school teacher will tell you that few of the so-called monotones fail to respond after they begin listening to tones.

A fourth desirable advantage is that a feeling for rhythm will be developed. Every now and then the music teacher of wide experience encounters a pupil who comes with several years of study behind him and a technical knowledge of note values, but who is lacking in any feeling for rhythm. It is difficult to help such a student because he does not realize his own deficiency and is usually unwilling to go back to a simple approach. This lack of rhythmic feeling will prevent him from becoming an excellent player. It is true that many people are born with this sense well developed. If they never heard a note of music, they would still have it. But for those who lack this inborn sense, it is much easier to begin to work on it when the muscles are pliant and the mind open.

The small child lives in a small world. When he goes to school, his horizon enlarges suddenly, and his interest is taxed with many new things. Perhaps he won't want to take music lessons because his playmates don't. If, however, he has been accustomed to singing and marching and listening to musical stories, music expression will be as much a part of his life as walking and talking. And the taking of regular instruction in reading notes will be as much desired as learning how to read the words that he speaks.

The last point is all-important. There is a generally accepted psychological law to the effect that the child's mental and emotional growth is far greater during the first six years of his life than at any subsequent time. His behavior patterns are well established by the time he is seven, and the influence of his early years will affect his entire life. Parents who want their child's life to be enriched by musical appreciation and ability in musical expression will do well to begin this experience early. It is within their ability to do more to foster a love of good music than the professional music teacher can ever do when the child's musical education does not begin until later. Not only that; when the child does begin his lessons, he will learn more easily because of his background, and he will progress more rapidly. Music will not be to him what it is to far too many children—a burden that has to be stood because the parents demand it. Instead, it will be a part of his existence, an expression of his daily life and imagination, that must be carried on to satisfy his own felt need.

HOW SHALL WE TEACH THE CHILD GOOD MANNERS?

by Abigail A. Eliot

"MY CHILD has no respect for older people. He refuses to speak nicely to visitors and then later interrupts when I am talking to them. One day he struck at an elderly cousin of mine when I asked him to say how-do-you-do."

Children must *grow slowly* toward respect for their elders. The child about whom this mother was speaking was three years old. That is too young to expect a standard of self-controlled courtesy such as you would hope for in an adult or older child. But it is not too young to begin helping a child to feel such respect. In fact, a baby in arms develops attitudes and ways of behaving which are the forerunners of respect or disrespect.

The first principle in teaching courtesy is to be certain that a child has good examples to imitate. Quite unconsciously he imitates not only what we do but also how we feel. If we interrupt other people or if we interrupt the child himself, we cannot expect him to do otherwise with us. If we feel scorn or disrespect for another person, the child will pick up our attitude, and he will not hide his feelings under a cover of manners as we are able to do. If we are polite, he is more likely to be polite; if we have a true feeling of kindness and appreciation for every one, he is more likely to feel and therefore *be* courteous.

THE second principle in teaching respect and courtesy to children, is that the people with whom the child comes in contact should be the sort who inspire respect and courtesy. This does not mean that they should be much on their dignity, set on a pedestal, far removed from the understanding and appreciation of the child—beings set apart and therefore to be respected. No. Who are the people whom your child treats with a true feeling of courtesy?

They are the people, young or old, whom he can trust and with whom he feels a community of interest. Grandpa, who is always to be counted on to tell stories that intrigue a three-year-old, who always understands his interests and desire for activity, who expects and encourages only three-year-old activity, and yet leads him on to fascinating new experiences; or Aunt Mary, who takes Johnny as she finds him, who responds to his advances of whatever sort but does not force hers on him, who gives him time to get used to her presence before offering to play with (Continued on page 37)



SCHOOLS *that make old age beautiful*

A CENTURY ago only twelve Dentists were practicing in this country. Sunken, toothless jaws, rheumatic joints and twisted limbs were the natural, almost inevitable heritage of old age.

Since the first United States dental college was established one hundred years ago, a modern miracle has been wrought. While still too prevalent, these characteristic badges of old age are today largely due to neglect of the Dental Prophylaxis habit. The great dental colleges have developed and given to a great army of Dentists the scientific skill to make old age beautiful.

Medical authorities reveal that more than 85% of bodily ills have their inception in the mouth. Today your ethical Dentist can protect you against many of these diseases by means of an important treatment called Dental Prophylaxis. This involves a thorough inspection and cleansing of the teeth at least every three months in his office. This is something you cannot possibly do yourself—something your Dentist cannot do unless you acquire the Dental



Prophylaxis habit and see him regularly.

Don't depend upon any dentifrice to do this. Don't be lulled into a false sense of security by the exaggerated claims often made for dentifrice. Acquire the Dental Prophylaxis habit. See your Den-

tist every three months. And then help him, by using a safe, honestly advertised tooth paste—one recommended by Dentists.

The American Dental Association maintains a group of scientists known as the Council on Dental Therapeutics. This body carefully tests dental products intended for professional and home use—awarding the "Seal of Acceptance" to those found safe and honestly advertised.

Dentists depend upon it. You, too, may use this dependable guide to the right tooth paste.

Both Iodent No. 1—for teeth easy to Bryten—and Iodent No. 2—for teeth hard to Bryten—bear this coveted A.D.A. Seal of Acceptance. And by continuing to make Iodent the safest and most effective tooth paste scientific skill can produce, we shall always strive to merit this Seal—our most prized possession.



IODENT

DOES THE PUBLIC GET WHAT IT WANTS AT THE MOVIES?

(Continued from page 11)

Name of Book	No. Wanting to See the Book Filmed
Tarzan of the Apes	692
Tom Sawyer	445
Little Women	428
Robin Hood	420
Heidi	374
Pinocchio	311
Secketary Hawkins	222
Girl of the Limberlost, The	192
Old Fashioned Girl, An	147
Little Lame Prince, The	132
Short Skirts	132
Anne of Green Gables	114
Dutch Twins, The	109
Huckleberry Finn	109
King Arthur and the Knights of the Round Table	109
Penrod	103
Cinderella	102

Are children getting what they want at the movies? It is difficult to say. Many things which they want have not been produced.

The question of Westerns comes to mind at once. I have no data as to their popularity for the varying age groups and for boys and girls. It would be silly, of course, to deny their great popularity among certain of these youngsters. We do know, however, that interest in the Westerns becomes less as children grow older. If a high school youngster should in an unwise moment admit that he likes Westerns, his classmates will smile indulgently.

Do young people get what they want at the movies? It is my belief that they are the group best pleased by the typical movie fare. The movie emphasizes youth, boy and girl romance, and excepting approximately fifty of the best pictures produced each year, is best liked by the intellectually and emotionally immature. Here is specific evidence on this point:

When we asked high school students all over the country to rate the movies seen over a period of time on an eleven-point scale—0 (the poorest I have ever seen) to 10 (the best movie I ever saw)—the median rating was 7.0. When the mean rating for all pictures seen by ten or more children in North Carolina was figured, it was found that out of thirty-seven pictures seen by the boys, only six (16 per cent) were rated as average or below, and of the seventy pictures seen by the girls, only sixteen (23 per cent) were so rated. "Little Women" received a mean rating of 8.5 for girls and of 5.9 for boys, suggesting that, at least for certain pictures, we must distinguish between the male and female publics.

We also collected data at Cincinnati on the books that high school pupils wanted to see filmed. Here are the books which received more than twenty-five votes:

Name of Book	No. Wanting to See the Book Filmed
Crisis, The	265
Tale of Two Cities, A	203
Ivanhoe	180
Lorna Doone	148
Little Women	110
Short Skirts	82
Lady of the Lake, The	64
Treasure Island	62
Girl of the Limberlost, The	59
Tom Sawyer	58
Anne of Green Gables	56
Prince and the Pauper, The	49
Tarzan of the Apes	46
Old Fashioned Girl, An	44
Trail of the Lonesome Pine, The	40
Count of Monte Cristo, The	36
Gentleman from Indiana, The	35
Call of the Wild, The	33
White Fang	33
All Quiet on the Western Front	32
David Copperfield	31
Ben Hur	27
Kidnapped	27
Twenty Thousand Leagues Under the Sea	27
Richard Carvel	26
Seventeen	25

In this group of books, every one filmed after the study was completed was successful, some of them—such as "Little Women," "The Count of Monte Cristo," "Treasure Island," and "Anne of Green Gables"—notably so. There still remains a large number with high votes which have not been made into motion pictures.

But most significant of all is the fact that even these noteworthy attractions will probably be seen by fewer than 25 per cent of the children and young people of America. After these pictures have had their third or fourth runs, they will be virtually junked. Further, restrictions in regard to non-theatrical showings of these pictures are so great that it is almost impossible to see them except at a theater. I was recently present at an interview when the operator of a film exchange refused to sell any pictures under any circumstances to a local school equipped to show theatrical motion pictures.

Do the children in this city get what they want?

DO the adults get what they want at the movies? The motion picture industry has claimed that vulgar pictures have been made in response to a public demand. It states further that excellent pictures have not paid at

the box office. The only way to settle this unequivocally is for the industry to submit a certified public accountant's statement of the earnings of the various pictures. We may be certain that they will not.

It is true that a picture occasionally succeeds which many have labeled as vulgar or daring. Yet the major contention of the industry can be refuted by their own spokesman, Carl E. Milliken, secretary of the Motion Picture Producers and Distributors of America. He is quoted in the *Motion Picture Herald* of February 4, 1933, as saying: "... It has been ... definitely established that 85 per cent of the 'Box-Office Champions' are endorsed by representative organizations."

Indeed, we can definitely challenge those who believe that the public has depraved tastes, with this question: What specific picture of clear-cut artistic and social value ever failed at the box office when given adequate advertising? When clamor arises for better pictures, one of the neat devices of the industry is to trot out the alleged and actual failure of certain motion pictures. Exhibit number one is usually "Alice in Wonderland," and exhibitors' cancellations of this picture are cited as evidence of their unwillingness to give their customers what they want. As a matter of fact, this picture, both from an artistic and an entertainment point of view, was a lemon. It received very bad press and trade notices. The interpretation of the rôle of Alice was far too mature. Instead of light, airy fantasy we were treated to clumsy, heavy-handed comedy. It is clearly unjust to chalk this picture up as indicating public rejection of fine pictures.

The pictures in which George Arliss has starred are also used to suggest public apathy to fine things. Yet most Arliss pictures have been made with a minimum of sets, a maximum of endless and boring dialogue, and a plastered-on love story. The phenomenal success of Arliss in "The House of Rothschild" indicates that the public accepts Arliss when the direction and the vehicle are noteworthy.

I am not defending the proposition that the public always recognizes worthy productions. Public taste does need up-grading. "Broken Lullaby," I understand, was not successful at the box office (I have no data on this point, however). In my opinion, it is one of the outstanding artistic successes of the screen. I do not maintain, then, that noteworthy productions always succeed. I do wish to make the point, however, that the publicity of the industry here fails at three points:

1. It does not adequately publicize the universally recommended pictures which make a big box office success.
2. It overpublicizes the freakish and

non-repeatable* success of certain pictures condemned widely by religious and other groups.

3. It says nothing about the widely disapproved, so-called dirty pictures which fail abysmally at the box office.

FURTHER, we must reflect on the handicaps which the public must face in getting what it wants at the box office. First of all, through the trade practices of compulsory block booking and blind buying, the exhibitor is handicapped in choosing the kind of pictures which he believes his patrons will like. Further, advertising of motion pictures is often designed to dazzle, mystify, and confuse. The pretty simile involving a comparison of attendance at the theater being a vote for or against good pictures, holds only if we remember the circumstances under which much balloting for public office is carried on. Usually we do not know the candidates, and have been persuaded to make choices on the basis of misleading advice from newspapers and politicians. The motion picture consumer gets not what he needs, but rather what the producers want him to have as long as it satisfies one major criterion: personal profit to themselves.

How can we solve this problem? Fundamentally, we shall not solve it until we produce motion pictures for use and not for profit. We are a considerable distance from that goal, although it is approaching. In the meantime, we can do the following things:

1. Put the prospective consumer in touch with the best sources of information about complete programs of suitable films for various types of audiences.
2. Make available at public expense, at least for children, the very finest motion picture productions.
3. Set up endowed, specialized laboratory theaters of various types to collect evidence concerning tastes for children, youth, and adults. The degree to which tastes can be changed over a period of time needs extensive study as well.

Perhaps I have emphasized the word "want" too much in this article. No decent society should emphasize desire to the exclusion of need. No great teacher, religious leader, or artist merely gives the public what it wants. He does not pander to low tastes. On the basis of need, he creates something new. Some one has said that the real leader is the one who induces people to want what they need. If that is true, then certainly leadership of an important sort is needed in the motion picture industry.

*A recent poll of 124,837 motion-picture goers in Great Britain shows that "Cavalcade" heads a list of pictures most liked. "I'm No Angel" was the least liked.

LOOK *at sheets* against the LIGHT



**THIS TEST UPHOLDS THE
CONSUMER STANDARD**



Uneven weaving in a sheet is certain to result in uneven wear. You can see the balance of the weave — yes, *you really can* — when you hold a sheet up against a light. If you find strips of light weaving, or little holes that indicate broken threads, or many little knots — why,

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This is a test that Government textile experts advise all consumers to make. It is a test that every Lady Pepperell Sheet has to pass — along with all the other standards of quality that are set up by the U. S. Government.



Why do we tell you this? For two reasons: We think it high time that consumers were given the facts about products they spend money for. Our sincerity in this is borne out by Pepperell's recent introduction of sheets marked "True Size," measured *after* hemming — a revolutionary idea in the sheet business. And secondly, we are frankly selfish. We *know* that if you insist on established consumer standards of quality, more Lady Pepperell Sheets will be bought.

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Lady **PEPPERELL**
Sheets and Pillow Cases

GETTING FATHER AND SON OFF TO A FLYING START

(Continued from page 17)

his father's respect and interest.

Nor is this an extravagant picture. It happens constantly. And it is all the sadder in that it happens in homes not disrupted by divorce, but where the drift apart has been permitted, when it might quite well have been controlled and guided to a union. It happens so unobtrusively that one is hardly aware of its taking place until it is too late.

The time to stem it is while the children are still young. And because mothers do assume the preponderance of responsibility, it is within their power to direct this relationship. But in order to do it, they must abrogate some of their self-imposed importance. They must trust their husband's willingness to be friends with his children, and his intelligence in his care of them.

MY own recognition of this came about quite by accident.

My boy, Paul, is thirteen. Last summer, his father was going to Chicago on a business trip and as Paul had been clamoring to see the fair, his father said he would take him along. I was reluctant to let him go. I was afraid he would be a nuisance to his father, and even more afraid that perhaps his father wouldn't know how to take care of him. Anyway, he went.

What happened there I naturally didn't know until afterwards. Had I known it in advance, it never would have happened, I'm afraid!

In the first place, they had a marvelous time on the train, getting to know each other. Father was amazed at the knowledge and conversational abilities Paul displayed. He was proud of Paul in their contacts with other people, and delighted with Paul's enthusiasms about all the new experiences and the fact that his father was giving them to him.

But in Chicago his father, having business to attend to, gave Paul some money and permitted him to "do" the fair alone. Imagine my reactions when I heard that! A young boy, who had never been alone in a large city, going from the hotel to the fair and roaming the grounds all by himself.

But did he see the fair! Nobody to jerk him away from the things he really wanted to study. Nobody to say he must see this and keep away from that. Nobody to say once was enough on the sky-ride.

And the evening before they left Chicago, Paul showed *his father* the fair. And he knew what to show him.

Well, of course, every father and son can't go to Chicago together, but there are other ways. In my case, the

other ways have been coming up ever since.

Since I have discovered that my husband knew his son was an individual, I have relaxed some of my own vigilance. I no longer feel that I must hover around all the time so that Paul won't bother his father. I have found that his father enjoys it.

When some excursion has been suggested, I have sometimes pleaded tiredness and let the two of them go off together. I have found that hikes, which my husband and I have always enjoyed together, could also be a source of communion and camaraderie between them, without the inhibitions of feminine influence.

When my husband used to tussle with Paul on the living room floor, I fluttered around like a wet hen, for fear the child would be hurt. You see, no realization whatever of the fact that his father would feel as responsible as I, and would be, if not as careful, at least careful enough.

And learning to "take it" in these rough-and-tumbles has been invaluable to Paul. I think he would stand almost anything rather than have his father think him a poor sport, whereas, with me, it was no lowering of his manly pride to admit being hurt.

When Paul's birthday came around, I wanted him to have a party. He had been to several others and I felt he ought to reciprocate. But he didn't want a party. He didn't like them. I said, "Well, how about having a stag party? Have some boys for dinner and you and your Dad entertain them, and I'll get out."

You should have seen how that went over!

I fixed a masculine beefsteak dinner, put candy cigarettes on the table, and made myself scarce. But I did listen in for a few minutes before I left. And I could hear my husband calling all the boys by their last names, "More meat, Bachem? Cigarettes, Walker?"

Young Paul was quite bursting with excitement. I'm not sure which was the greater enjoyment, the fact that his father was there with them, or the chance to show off to the other boys what a "swell" father he had. But of one thing I am sure: His father had as much fun out of it as Paul did, even though that fun may only have been the satisfaction to his vanity.

YOU may say, "Well, I still insist, it depends upon the kind of father. Some fathers wouldn't enter into such things."

I grant that, to some extent. People are different.

And I'll grant, too, that any father who has this kind of experience thrust upon him for the first time might not cooperate as you think he should. But

bear in mind that he has not been in the habit of entering into his child's world and the difference in standards may, at first, bore him. But I am also sure that that condition will change. I doubt if there is the father living who can resist the hero-worship his son will extend to him if given the reason for it and the opportunity to feel it. The expression of the father's disinterest is the very evidence that they are already apart and a warning to lose no time in bringing them together.

If the mother will analyze the situation she will find that she herself has been largely responsible for this unfortunate lack of sympathy between them. She has tried to eliminate as much irritation in the home as possible, and because she anticipated—perhaps without grounds—that the child would annoy the father, she has smoothed things by preventing the opportunity for annoyance.

What of it? What if your husband does suffer a little inconvenience from the children's wild ways? He can stand it as well as you can. And what he gets of value out of it will greatly offset the discomfort.

For example, recently on a Saturday when my husband had been home all day, he had been very cross. Everything seemed to go wrong and he had fussed about it as men will. That evening I had an engagement to go to an entertainment with a neighbor. If I hadn't promised to go I would have stayed home to be sure nothing more would go wrong.

When I got home, about midnight, the house was silent and my husband was nowhere to be seen. He wasn't downstairs nor was he in our bedroom. I went into our son's room to see if Paul was covered, and there were my two men sound asleep on Paul's narrow single bed. Later, I discovered that young Paul had invited his father to his room, and both of them had fallen asleep there. They had enjoyed that evening together more than if I had been home, but through my motherly anxiety I had almost prevented their having it.

Regardless of whether the father likes to play with his children, or is of a serious, taciturn nature, I believe that somewhere along the line there is a basis for a fine father and son relationship in almost every case. It might be in sports.

But in many cases, it is the mother's job to get it started. Sometimes that means simply giving it a chance. Don't assume so much fretful responsibility. Don't try to be both father and mother. Sometimes it means making the opportunities, finding little ways of throwing the two together for an hour or two, at either work or play. After they have become better

acquainted they themselves will make further opportunities.

There are unquestionably factors in a child's development which only a man's relationship can give—strength, courage, responsibility, the masculine outlook. The father will expect more of a boy, will challenge him further, will grant him greater responsibility than the average mother. And these greater expectations develop greater strength and powers and self-reliance in the boy. I certainly never would have allowed Paul to roam about Chicago and the fair alone. But he did it, safely and capably, and now both he and I know that he is capable of more responsibility than I had thought.

The pride a boy takes in his father's praise is of totally different quality than that engendered by his mother. He is used to hers and discounts it accordingly. His father's approval is something to strive for.

And besides all that, there is the very genuine pleasure in the relationship, which is as vital and as justifiable as the pleasure in the mother's—and is a gift to which both of them are entitled. After all, the father has a right to his son, and the son to his father.

Regardless of previous indifference of either or both of them, if you can get them started you will find they will respond—not from a sense of duty, but from a sense of pleasure. The thing works both ways. The son is extremely flattered by his father's interest, but that is nothing compared to how touched and proud the father is of the fact that he is important to his boy and that his boy enjoys his companionship. He may be inarticulate about it. Most men are. They don't know how to express such emotions, but that is no proof they do not exist. And often you will find the most sincere expression of them in some clumsy effort at good fellowship. Don't discourage it, even if, to you, it seems more like disapproval than approval. Frequently, you will find that harsh and severe as the father's gibing may sound, there is an undercurrent of masculine understanding which will enable the boy to feel the sympathy in it, even if you don't.

And do not fear to lose your son because he has gained his father. His life needs both of you. The fact that his father has become endeared to him does not make you any less dear.

Be a mother in the biggest sense of the word—big enough to efface some part of your own domination of your boy's life in order that his father may take a part in it. You will find a rich reward in the warm, rounding fullness it will give to your son, to your husband, and to the life of the family as a whole.



A RICH SOURCE OF *Food Energy* FOR GROWING CHILDREN

• If we trace the source of energy and alertness, it is invariably revealed that the FOOD we eat and drink contributes most to the physical reactions of the body...

Karo Syrup contains a rich store of food energy in the form of dextrose and other readily assimilated carbohydrates. Dextrose, as your doctor will tell you, is the important fuel ingredient without which no one could move a single muscle... Make Karo a part of your children's daily diet—serve it on pancakes, waffles, bread, hot biscuits, etc. And, remember, what is good for children is good for grown-ups, too.

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An interesting booklet which simply and clearly explains why Karo is so valuable a food. Write Corn Products Sales Company, Dept. N-6, P.O. Box 171, Trinity Station, New York City.



PREPARING FOR THE FIRST DAY OF SCHOOL

(Continued from page 16)

all, is probably paying as much toward our child's education as we are. It is not more than fair that he expect our child to be educated to respect his property and all that his taxes maintain. In other words, good citizenship is bound to be one of the chief goals of a public system of education. We would not have it otherwise.

No school is perfect, of course, but thanks to the many men and women who are devoting their lives to a study of the education of children, there is a constant striving for improvement in school and in methods of teaching. Lighting, seating, equipment, sanitation, ventilation, factors of safety, and arrangement of rooms to prevent strain from stair climbing—these and many others are the problems of men who make a specialty of studying the needs of proper school housing. We have only to look about us to see how school architecture has improved in the past few generations. But these are only the external evidences of the improvement our schools have made, and most of them have been wrought only within the last few years.

Within the building we find teachers for whom the standards of training are steadily mounting, who are required to keep abreast of the times regardless of their ages or their years of experience, using texts which have been modernized to meet the changing conditions and needs, interested not in *our* child above all the others, of course, but in *all* children. We should point with pride to the improvements that have been made since our time, and without overemphasis we should impress the child with his opportunities.

But mere talking about how interested we are in his school is not enough. We should put this interest into action by visiting the school to keep in touch with the progress being made. If we make a few of these visits before our child is ready for school it will help us to know what kind of preparation he needs most. When he has become a school child we must continue to visit, for parents and teachers need each other. The teacher needs the parents to learn about the child's environment and his previous experiences that may have influenced his ability to succeed in school. The parents need the teacher's unbiased opinion of their child against the broader background of her experience to prevent a warped view of their child's abilities or handicaps. Too frequently we see our child as the one and only one of importance and we exaggerate the importance of his merits or demerits in proportion to

the prominence we give him in our family. The teacher, on the other hand, has probably seen hundreds of children of about the same age as ours, showing the same tendencies in greater or lesser degrees, and can better judge which need attention, and which should be ignored. She also realizes that even the exceptionally good or brilliant child is not always perfect.

THAT word *exceptional* lets us parents in for another experience which may be new to us. It seems to have come to light rather recently that all children are not born equal after all, and that the old system of education which was available to all may not have reached more than half of those exposed to it. With the recent use of the intelligence test, the school is able to rate the children in such a manner that instruction can be meted out more fairly. This rating the persons in authority will not give out, even to the child's parents, so there is neither stigma nor honor attached to it. It is designed to make a flexible system of education adapted to the needs of the average, the exceptional, or the retarded, so that each may have equal opportunities in reality, rather than in theory.

In going to school our child will have to learn to serve two masters, for at home his parents are still in authority, but at school the teachers and the principal must be obeyed. This division of allegiance is hard enough on the child without aggravation by parents who cannot graciously render to the school that which is the school's. We don't want the child to make a choice between us and the teacher. We want him to respect, admire, love, and obey us—and her, too—each in our turn. This is just a part of playing the game. Every year we have to relax a little our leading strings on the child so that when he is mature he will no longer depend upon us for guidance. We need not fear that the school will ever take the place of the home, provided the home is the right sort. Let us try not to be jealous of this new influence, even if it is able to accomplish some things which we have been striving for without success.

When the child has finally started to school there are a few things we must be ready to do for him in order that he shall have a good start. It is wise to go to school with him on the first day, for he then feels that we are familiar with his school and his classroom, and that we know his teacher. He will feel freer to talk to us about his school experiences when this is the case. It is a hindrance to the child, however, to stay with him that first morning. On this, the first day, the adjustments of child to school and teacher are difficult, and the mothers

and fathers present do not make them less so. We should go along, and then, saying good-bye in a matter-of-fact manner (being sure the child understands how he is to get home), we leave him to start a long journey through a series of schools—a journey which we can help make interesting, but which he must, after all, make alone.

Unless the children are assigned a certain hook for their clothes, their wraps should be marked so that they may be identified in case of mix-up. In this day and age, and I suppose it has been the same in many others, the custom is to dress children so much alike, especially as to wraps, that there are often several coats, raincoats, galoshes, and even hats, absolutely alike. If we fail to mark the clothing of our child, we should not be greatly excited or vehement if he comes home with a coat exactly like his own, but with considerably more wear and tear. This little service of ours will save him a great deal of confusion and thus contribute directly to making his school life run more smoothly.

WE would not expect our children to develop strong arms and legs by watching us do physical exercises, yet many of us expect our children to imbibe knowledge by watching us prepare their assignments. It is a great help to the school child if he is allowed to do at home some of the things he does at school—but he should not be supervised.

Many mothers are apt to feel that the paste pot and scissors litter up the house too much to let the children use them at home. Think how many paste pots and scissors are in service at once at school, yet the litter seems to disappear when the work is done. The same system at home will work to the same advantage. At the end of a certain prescribed time, and after an advance warning, we may expect the tools to be put away as the teacher expects it at school. If we don't get the right response it is probable that the teacher doesn't either, and we need to impress the child with the inconvenience he is causing by not playing the game.

It has been said that parents would do better to *grow up with* their children than to try to *grow down to* them. Certainly if we would be ready for school with our children, we as well as they must begin to prepare ourselves long before the first school day arrives, and our education like theirs must extend throughout their school years. We cannot leave all of our child's education to the schools. Homes as well as schools must keep abreast of the times if children are to receive well-rounded educations.

HOW SHALL WE TEACH THE CHILD GOOD MANNERS?

(Continued from page 31)

him or even expecting him to say hello, who always is so gentle and yet so sure. Such people he loves and he also respects. To be a good companion like these you do not have to allow the child excessive liberties, however. There is a point in familiarity where a child must stop, and the wise grown-up realizes this and helps the child to learn to recognize it. A child should not tear Grandpa's books, or rummage through Aunt Mary's bureau drawers without her permission; nor should he pound Grandpa or rumple Aunt Mary's hair. There is a place to stop and the wise adult firmly but pleasantly draws the line *there*. The child respects him more for doing so.

The third rule is for us to treat the child with respect and courtesy. Remember that he is a person, not a plaything; that what *he* does is as important to *him* as what *we* do is to *us*. Let us try to understand him and give him a chance to develop his own ideas. Let us not laugh at him as we so often do when he does something typically childish.

RECENTLY I was showing to an adult friend some illustrations of stories made in clay by a five-year-old child. They were crude, but to me as well as to the child they told the stories as the child knew them. This friend was only amused by them, and proceeded to ask me if I didn't have a hard time keeping from laughing when the child was making them. "No," I said, "it was so interesting to see her do it that I had no feeling of amusement." The child's personality was expressing itself in making these illustrations; to laugh at them would be like laughing at a sincere work of art created by an adult. It may not meet our standards of what is beautiful but unless it is meant to be funny we do not laugh at it.

Let us not break rudely into a child's activity in no matter how good a cause. Johnny is deep in making his toy train go through a tunnel he has built of blocks. The doorbell rings, a visitor is announced. "Johnny, jump up and say how-do-you-do to Mrs. White." And we expect immediate compliance. Give him time. Be courteous and welcoming yourself, and when the train is through the tunnel he will be ready to take some notice of the visitor. His welcome *then* may be, "See my tunnel." That is a perfect welcome for a little child to give, for it is his personality going out to the visitor's. Let us (Continued on page 40)

"In no other napkin can you find these 3 exclusive Kotex features"

● In intimate chats, thousands of women have told me about the faults they find with ordinary pads. So, as one woman to another, I want to explain to you how the new Kotex solves every annoying problem in sanitary protection.

Genuine Kotex gives greater comfort and security because it offers 3 features of which no other napkin can boast. Here you can learn about them. And now, with Kotex costing so little, there's really no economy in buying any other kind.

Mary Pauline Callender
Author of "Marjorie May's 12th Birthday"



CAN'T CHAFE . . .

To prevent all chafing and all irritation, the sides of Kotex are cushioned in a special, soft, downy cotton. That means lasting comfort and freedom every minute Kotex is worn. But, mind you, sides *only* are cushioned . . . the absorbent center surface is left free to do its absorbent work safely.



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There is a special center layer in the heart of the pad. It has channels that guide moisture evenly the whole length of the pad—thus avoids accidents. And this special center gives "body" but not bulk to the pad in use . . . makes Kotex keep adjusting itself to every natural movement. No twisting. The filler of Kotex is actually 5 times more absorbent than cotton.



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Now you can wear what you will without lines ever showing. Why? Kotex ends are not merely rounded as in ordinary pads, but flattened and tapered besides. Absolute invisibility always. No "give away" lines or wrinkles or "bunches."



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No wonder thousands are buying this truly remarkable Kotex sanitary belt! It's conveniently narrow . . . easily adjustable to fit the figure. And the patented clasp does away with pins entirely.

WONDERSOFT KOTEX

Try the New Deodorant Powder Discovery . . . QUEST, for Personal Daintiness.

FOR HOMEMAKERS

ROOMS FOR THE TEENS

(Continued from page 21)

noon. In looking around in leisurely fashion, we will find much with which we cannot critically agree. There is perhaps too enthusiastic evidence of athletic prowess, backwoods handicraft, hero-worship, or some other all-prevailing and not too artistic interest. Nevertheless, the very genuineness of this interest probably provides the room with its vitality. There is shelf space for the beloved trophies, botanical specimens, or chemical experiments, and for hobbies there is a worktable whose surrounding wall and floor surfaces are of a non-spot or non-stainable character if the hobby is a spattering kind. Undoubtedly, subdued signs of a mother's suggestions are in the harmonizing of curtains, upholstery, wall and floor treatment; but these wisely have been made secondary to the decided tastes of the one for whom the room was planned.

The reading nook claims special attention. Had there been a dormer window with which to work, arranging this cosy cranny would have been relatively simple. In this room, however, it has been accomplished with an ordinary window seat flanked by built-in bookcase and cupboard on either side. (Note illustrations.) While imperceptibly decreasing the size of the room, this has added immeasurably to its usable, livable qualities. A local carpenter, incidentally, effected this transformation, and while the improvement to the room is permanent the cost has been hardly more than the price of one piece of good furniture.

A LONG interim—and then suddenly, young footsteps on the stairs, quick, eager and—heavens, how many? The door opens to admit the room's owner and four friends. It's not a large room by any means, and it seems suddenly definitely small with five active young things yanking themselves out of coats. There is nice work here on the part of the host—as soon as the coats are off they are in the closet. Hardly is the door shut on the last of the wraps than it is apparent that between the window seat, easy chair,

camouflaged bed, and sundry cushions, there will be comfortable spots and to spare where every one may roost.

Now we see the room assume what is surely its most important function—that of sympathetic background to a group of young people who are acquiring a host of valuable adult adjustments in as pleasant and natural a manner as possible. They are all at ease—it has so obviously been arranged for one of their own species.



That cozy corner of her own where she plays hostess to her friends without interference

There is no sense of adult surveillance—it is their own enclosure. The tempo and equipment are theirs. With a little judicial preliminary work by parents, untidiness and destruction can be "shown up" as monkey wrenches in the smooth running of the room's treasured activities, so the normal tendency will be ultimately to discard untidiness and destruction. The satisfaction which comes from being the possessor of so appreciated a center of interest grows quite naturally into a comprehension of the duties of host or hostess. A folding table adapts itself to games and later to a tray brought up from the kitchen with simple refreshments. It has been a fine time. The guests leave having had the opportunity unconsciously to come a little nearer an understanding of a number of adult insistences such as tidiness, courtesy, respect of household possessions and of one's associates. Certainly also they will have an increased tolerance for those adult matters, understanding of which is yet to come.

Since we have observed how this room has cooperated in these subtle ways, it is not hard to imagine how it

keeps its end up for the rest of the day. Fading daylight brings forth a whole new aspect—its artificial lighting. This is a matter which you may be sure has not been left to the youngster. Through the work of the I. E. S. (Illuminating Engineer's Society) scientifically measured and controlled lamps are in the retail shops. Their purpose is to preserve normal functioning of the eyes, and all the lamps in this room—the study lamp, the bedside lamp, and the standard lamp for semi-indirect lighting (not shown in the illustrations) have been selected from the group tested and approved by this society.

The desk comes into action at this stage with school work next on the program. The flat writing area is let down and adjusted by the side chains for writing at an angle parallel to the slightly inclined head—there is no necessity for serpentine shoulders or bent back. Paper is waiting in the vertical compartments at the back, pens and pencils in one of the shallow drawers, inks and erasers in adjacent cubby-holes, reference books and atlas above on the shelves; a drawer reveals a simple filing system, and a wastebasket below offers its capacious invitation. An interval of writing, then the writing surface is raised at the front (again by the side chains) until quite level, and a portable typewriter is lifted into position on the desk from a lower compartment.

Thus it goes on until the hands have gone completely around the clock and it is 7 P.M. We have seen enough to know that if left to the promptings of this personal domain which is so much more than just "another room" the day will fold itself up as agreeably as it unfolded at 7 A.M. Into bed will slide one young person who has very satisfactorily knocked another chip out of the "but" in this all-but-grown up stage.

It has been something of a strain to keep this recital so far strictly neuter in gender, for all the time there have been two schemes, one masculine and one feminine, waiting impatiently to be described. Descriptions of each follow now, and please refer to the drawings and accompanying plans on pages 20 and 21 as you read.

HOUSEHOLD HINTS

THE first, the boy's room, has gone to the frontier woodsman for inspiration, and durable as well as livable is the result thereof. All woodwork has been stained and waxed—this includes the floor. Rugs are small so that they can be rolled up and under the bed when a wrestling match impends. The walls are covered with a plain light tan of warm tone in a washable material, which might make the frontier woodsman open his eyes but which won't be so insistent in its modern advantages as to offend the sensibilities of the present occupant. The inside of the closet and of the desk and its shelves is a dull burnt orange of which the walls are a pleasant muted echo. The ceiling is painted a not too decided greenish blue with the north star in aluminum paint accurately placed and the points of the compass near-by to prove it. It would be advisable for a woodsman to know a thing or two about other constellations and get them on his ceiling so he won't forget them, either.

Two "drapery" materials have been used throughout the room, both best described as tough! The colors—one a deep though lively brown, the other a broad plaid in which the same brown has predominated on a tan background with thinner lines in orange and blue. The plaid bound with the solid color makes the straight hanging curtains. The material is heavy enough so that pull-down shades are unnecessary—it's a rich feeling to draw your curtains against the night and the yowls of wolves and coyotes! The top of the boxed slip cover on chair and bed is plaid, and the sides of each are the solid color, which has been used as well as a low dado tacked on with a simple molding behind the bed, to heighten the illusion of its being a couch. There are bookshelves above the head of the bed, and a small reading lamp of the type that will cling to a ledge in true wild-western thriller fashion. The occupant of the room can help in the choice of decoration. Certainly pictures, frieze, and ornaments should be left to the taste and possibly the execution of the young man himself.

WE have made the girl's room feminine but not frilly—after all, frills are easily stitched on if she turns out to be that type in her later teens. We have shown a young-girl version of a dressing table but it can easily be replaced by a window seat if she prefers.

The walls are a very delicate gray warmed by a pattern of small flower

forms in peach, yellow, and green. The same design is on the roll shades at the window under simple glass curtains of clear yellow. The ceiling is painted the same yellow and it loops down over the wall and across the top of the cupboards and windows in a neatly scalloped frieze of cut-out wall board. The floor is nearly covered with a rug in a deep, soft gray. The bed cover and the slip cover of the armchair are of a heavy linen in a pleasantly grayed green, piped in yellow and bordered with overlapping yellow scallops. Woodwork, including flooring, is painted the same green. The interior of the cupboards is enameled peach color, with drawers, shelves, etc., edged with a narrow line of yellow. The dressing table uses the green for the top and for the mirror frames, and for the band which edges its peach colored percale skirt. Peach percale covers the dressing-table stool and the pillows on the bed. A flower print appears on the outside panel of each door, pasted and shellacked in place and framed by a simple molding. You will notice that in both the girl's and the boy's room the outlet for the study lamp permits the lamp to be moved from the desk surface to the table by the window illuminating the girl's easy chair and the boy's worktable.

She will surely have a pot of ivy, a miniature Japanese garden, or a tiny cactus collection bristling with personality on her bookcase. And in a sudden surge of deplorable honesty, may I suggest that on her first birthday after moving into the new room, you present her with a small version of a carpet sweeper which will stand in a corner of her cupboard, so that that sophisticated gray rug may be daily relieved of bits of light fluff from her blankets.

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HANDLING THE MILK QUESTION

(Continued from page 22)

picture. We see the children either drinking milk or not drinking milk to an extent definitely related to whether the parents in those homes are or are not drinking milk themselves. This fully bears out the observation made by Lydia J. Roberts of the University of Chicago who, in nutrition work with children, finds that "the child imitates the dislikes of his parents, and is quick to accept even their implied suggestions that a food is unpalatable. . . . Through oversolicitation and consequent overurging on the part of parents the child may develop

a 'negativism' toward food in general, or some particular one."

The uniform quality and flavor of the average modern city's milk has undoubtedly augmented the number of people who can say that they drink milk *because they like it*. With the slenderness fad on the wane, possibly we shall see the ratio of milk-drinking mothers brought up at last on a par with that of the fathers; had these mothers only realized it, they were never called upon for a choice between drinking milk and a figure of shapely proportions.

Indeed, it would seem since parents' habits have been shown to have such a direct influence upon the children's own habit of milk drinking, that perhaps education had better turn its eye upon that recalcitrant parent who while insisting that the child must have his full quota of a quart of milk a day is at the same time ignoring the fact that his own body needs are best met when at least a pint of milk is included in the adult diet.

The whole subject is well summarized in the words of Dr. Henry C. Sherman of Columbia University who has this to say in his latest book, *Food and Health*:

"Milk plays a more important part than any other article of food in giving the ordinary American dietary a well-balanced mineral content. This is outstandingly the case with respect to the dietary supply of calcium. As a rule the calcium content of the diet depends mainly upon the amount of milk consumed. Typical American family dietaries are dependent upon milk for at least one-half of the calcium that they contain. Without milk it is unlikely that the American or European diet will contain enough calcium for the best nutrition of the adult—still less so for the growing child. And with the limited amounts of milk used by so many families the dietary is probably more often deficient in calcium than in any other chemical element. This is a strong reason for a liberal use of milk as a food; and there are other strong reasons as well."

• • •

ANYBODY can cook bacon? There is decidedly a right way: Lay the strips of bacon in a cold or moderately hot frying pan. Cook slowly and turn the bacon frequently. Or lay the bacon strips on a broiler and cook at moderate heat, likewise turning frequently. When nicely browned lift the slices to a piece of absorbent paper to drain off the excess fat.

RADIO PROGRAM

National Congress of Parents
and Teachers

June 6

"Training for Leisure Activities."

W. C. REAVIS, Professor of Education, University of Chicago.

June 13

"How the States Can Better Support Public Schools."

SIMEON E. LELAND, Professor of Economics, University of Chicago.

June 20

"What the States Can Do to Overcome Inequalities in School Opportunities."

WILLIAM G. CARR, Director, Research Division, National Education Association, Washington, D. C.

June 27

"Father's Place in Modern Education."

WILLARD E. GIVENS, Executive Secretary, National Education Association, Washington, D. C.

HOW SHALL WE TEACH THE CHILD GOOD MANNERS?

(Continued from page 37)

respect his personality and he will respect other people's.

But when all these things have been done—adults are courteous themselves, they are worthy of the child's respect, and they respect the child—what if the child still does the discourteous, disrespectful thing? Let's ignore it in little children. Let's not run the risk of increasing the discourtesy by making much of it. Let's not *force* the child to say the words or do an act which we call courteous, for fear of making those words and that act unpleasant to him. Positive suggestions we can use. "Will you shake hands with Mr. Smith? The other hand." "Could you open the door for Grandma?" "Wait just a minute, Betty. I'm talking to Aunt Helen," and occasionally negative suggestions, but never use force or punishment.

Courtesy and respect must grow slowly, positively, and with a good foundation. If a little child has a friendly feeling for people and expresses it in ways appropriate to his own personality, the right foundation has been laid.

MAKING A MENU TO SUIT ALL AGES

(Continued from page 19)



ferred, these youngest ones may have their dinner earlier than the family (say about 11:30 A.M.), substituting a mid-afternoon lunch for the ten o'clock nourishment and getting their nap in the early afternoon. This seems a little more difficult for the housewife, as in this case she has to prepare foods for the little tots' dinner well in advance of the regular dinner, and give them their meal at a time when she is apt to be busy otherwise. Her work is also much simplified, if the family will take their main meal at midday, having an easily prepared meal in the evening, so she may be able to feed the two youngest an early supper and get them to bed. Moreover, it is better for the older children to take only simple foods at the evening meal. If the family dinner is served at night, separate foods may have to be prepared for the children, or the meal must be made a simpler one than will suit the taste of adults.

In the sample menus given here, an attempt has been made to plan meals which would be satisfying to adults, and yet suitable, with very slight modifications, for children. A hot cereal in the morning is sustaining for children and does not make too heavy a breakfast for adults, if eggs are reserved for use at other meals. The children should each have an egg per day, if possible. Likewise, if expense permits, the children should have some citrus fruit or tomato in some form each day in order to get plenty of vitamin C, which is found in fresh, raw fruits and vegetables. Orange juice is best for those under five years; as they grow older, children may take a wider range of raw fruits, more acid fruits, and in time advance to getting some of their vitamin C in raw vegetables and salads.

Note that vegetables are chosen from those high in vitamin content—the yellow ones (carrots) and the succulent green ones (string beans). The less expensive, cooked fruits are featured, appearing at each meal in some form. Deep-dish apple pie is a concession to the appetites of the adults and older children; its one crust may be thin and not very rich and the smaller children should eat the cooked apple portion only. Milk figures prominently not only for the children to drink but on cereal, in the cream sauce or milk gravy used on baked potatoes, and in the supper dessert (blanc mange). Salads appear twice, for those who can eat them, as they are needed for vitamins, minerals, and roughage. They also make the meals more ap-

petizing and satisfying to adults, without entailing as much trouble as extra cooked dishes.

The variety which can be achieved in a joint menu for parents and children is chiefly limited by considerations of expense and labor of preparation. Comparatively inexpensive foods have been used in our illustrative menus, and the meals planned for an oven-cooked dinner and a quickly prepared supper. If funds permit, orange, tomato, prune, or pineapple juice, or some fresh fruit, should be included in one meal, with cooked fruit used in at least one of the other meals. Whole-grain bread and cereals should be used frequently; the youngest children are limited to cooked cereals, but a wide variety of cereals may be used and prepared cereals make good supper dishes. Hot breads ought really to be ruled out, but raisin or nut breads and well-baked muffins are suitable for older children, as are also plain cookies or cake and simple frozen desserts. Stewed fruit, with cookies or gingerbread, makes an excellent and easily prepared dessert.



There is considerable range in vegetables, even after ruling out the very harsh or strong-flavored ones. Dried legumes are best used, after long cooking and straining, in soups. Cream vegetable soups or creamed vegetables on toast make variety in supper dishes. Minced meats on toast, escalloped dishes, macaroni and cheese, and most of the "warmed over" dishes used for adults' luncheons, serve well as the hot dish for children's suppers. While the more fatty meats should be omitted and meats should be cooked chiefly by broiling, roasting, or baking, considerable variety may be had unless limited by expense. Broiled lamb chops, baked or broiled fish, and roasted poultry are a good choice among the more expensive kinds; pot roasts, stews and ragouts, chopped steak, and creamed dried fish offer a cheaper range of choice.

If eggs are used as freely as is advisable in the children's dietary, less meat will be required. Eggs may be incorporated in desserts or otherwise used in cooking; milk may also be incorporated in cooked dishes. Simple cheeses like cream and cottage cheese are excellent for both children and adults.

In short, just in as far as the tastes of both children and adults can be trained to coincide and to fix on foods good for the children, can the same menus be made to serve for the whole family.

VACATION AND STUDY

THE Summer Institute of Euthenics for the study of the family will hold its tenth anniversary session from June 26 to August 7, 1935, at Vassar College, offering parents and teachers a real vacation as well as a time for study. Miss May Peabody of the New York State Department of Education will again this year give a course in parent education leadership which discusses methods of organizing and conducting groups, selection and preparation of material, and provides actual experience in leading groups. The full program includes courses also in child development, childhood education, adolescent psychology, mental hygiene, physiology and nutrition, food selection and preparation, household technology, design and interior decoration, furniture and ornament, and a seminar in problems of the modern family. Parents may enroll children two to eight years of age in two schools which are a part of the Institute and in which the children are cared for by trained and experienced teachers during the night as well as during the day. An arts and crafts studio, a nine-hole golf course, tennis courts, and a new indoor swimming pool are open to registrants and arrangements may be made for lessons in sports. For full information write the Director, Summer Institute of Euthenics, Vassar College, Poughkeepsie, New York.

Another school of this type will be operated by the School of Home Economics of the Oregon State Agricultural College at Corvallis where a nursery school will be in session twenty-four hours daily during the six weeks' summer term. Here, too, parents may study their children under the direction of trained teachers.

Classes for parents have been specially designed to meet the needs of those whose children are enrolled. Courses will be given by Dr. William E. Blatz, well-known author and teacher, and by other visiting and resident staff members in the related fields of nutrition, clothing, management, character education, and other subjects. Parents will also have an opportunity for conferences with staff members in these fields if they desire help on specific problems of individual children. Parents who may or may not qualify for college entrance but who wish to make a serious study of the care and training of children will be welcome, though entrance should be made early as only a limited number can be accepted.

The Dean of the School of Home Economics, Oregon State Agricultural College, Corvallis, Oregon, will be glad to give additional information.

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Why is summer a healthy season for infants? 6-7.
2. What are some of the points to be kept in mind in caring for the baby during the summer? 7, 26.
3. How can a family have a gay, pleasurable vacation at home? 8-9.
4. What activities do children particularly enjoy during the summer? 9, 28.
5. What may be the cause of a young child adopting a negative attitude and answering, "No," to all questions? 10.
6. How soon can one begin to make children aware of some of the underlying principles of music? 12-13.
7. What habits and knowledge should a child have before he enters school? 15.
8. What are a few of the activities in which father and son can participate together with results of mutual appreciation? 17.
9. How can you plan a day's meals suited to father, mother, and children aged one, three, six, ten, and thirteen years so that the meals will be well-balanced for all but demand a minimum of work? 18.
10. What characteristics are necessary in the adolescent's room? 20-21.
11. Is it true that good motion pictures do not pay? 32.



The most unpleasant job in the house becomes one of the easiest! Sani-Flush takes all the rubbing and scrubbing out of cleaning toilet bowls. Just sprinkle a bit of Sani-Flush in the bowl (directions on the can), flush the toilet, and the porcelain sparkles like new. Stains and incrustations disappear. Odors go.

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BULLETIN BOARD

June 2-6—1935 Conference, American Federation of Organizations for the Hard of Hearing, Cincinnati, Ohio

June 17-19—Iowa Conference on Child Development and Parent Education, Iowa State Council for Child Study and Parent Education, Iowa City, Iowa

June 19-22—Health Education Conference, American Child Health Association, Iowa City, Iowa

June 24-28—Annual Meeting, American Home Economics Association, Chicago, Illinois

June 24-29—Biennial Convention, American Association of University Women, Los Angeles, California

June 24-29—Annual Convention, American Library Association, Denver, Colorado

June 26-29—Annual Convention, Association for Childhood Education, Swampscott, Massachusetts

July 31-August 4—Congress, International Family Education, Brussels, Belgium

August 10-17—1935 Meeting, World Federation of Education Associations, Oxford, England



THE P. T. A. at Work

EDITED BY HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

LIBRARY INTEREST GROWS

South Carolina

THE marvel of a basement domestic science room transformed into an attractive school library is an actuality in a Charleston school.

A far-seeing principal had the vision in 1932, and enlisted the Julian Mitchell P. T. A., the pioneer association of South Carolina, to pay the salary of a librarian, which it continues to do for eight months in the year.

It seemed a hopeless task at first—the removal of gas stoves, pipes, drains, and many other things which had been essential to a room fitted up for domestic science purposes—but with the splendid teamwork of a fine P. T. A., principal, teachers, parents, and children the move was accomplished. We are now in a room three times larger than our old library. It is a basement room but four windows on the south and three on the east let in plenty of light.

The walls to the north and west are occupied by shelves and under the windows on the south and east are low shelves to accommodate our 3,846 books. Pictures adorn the walls and low plants the window sills.

A continuous table extends around the room, forming a quadrangle. This table has sliding shelves, and by each shelf is a stool to enable the pupils to sit comfortably over their work.

The space within the quadrangle is devoted to the primary department. Here are to be found a low table, small chairs, and bookshelves suitable in height for the little children.

Upon the large table are books of special interest, scrapbooks on historical and geographical subjects, books on various countries, copies of the work of noted artists, and magazines.

Bird and flower pictures form a border above the bookshelves. There is also an interesting collection of shells, bird nests, and minerals. These have been added to give an interest to the children and lead them to study. Each year something new has been placed in the room.

The use of the Mitchell Library is confined to the teachers and pupils of the school, with very few exceptions, but it is our aim that the bounds may be extended to include our neighbors and friends. At present, each class is given one period a week when books

may be taken out and magazines read. The books are kept out one week and may be renewed for the second week. A fine of a penny a school day is charged for keeping them beyond the allotted time.

Each class is given this weekly period down through class 2A. The two lowest classes come in once a week, not to take out books but to examine books and puzzles, to see pictures, to hear or tell stories.

In addition to coming for weekly periods, children come in for special references or for reading when they have a vacant period from class work.

I cannot bring this account to a close without again emphasizing the splendid spirit shown. Nearly every day flowers, plants, magazines, or pictures are given or sent to delight the eyes of the children and gladden the heart of the librarian.—MRS. BACHMAN SMITH, 65 Gibbes Street, Charleston.

Illinois

A long deferred hope and dream to install a juvenile rental collection in the Chicago Lawn Branch Library has finally been realized by the donation of thirty-five dollars' worth of recent books by the Jacques Marquette Parent-Teacher Association of Chicago. The money was raised at a candy sale held especially for that purpose.

A young people's rental card will be issued to any boy or girl. The fee is so small that a book may be held three days for five cents. When a book has paid for itself, it will be added to the free collection, and the money taken in will buy a new book.

Book reviews will be given at each parent-teacher meeting so that parents may keep posted about the additions to the library.—MRS. ARTHUR GUILLANDEN, 6536 South Campbell Avenue, Chicago.

Kentucky

The Lebanon Parent-Teacher Association, believing that the schools must be equipped to furnish supplementary information and other reading material, this year contributed a large sum for books to be used in the high and grade school libraries. In the past, similar sums have been given, so the Lebanon children are learning to appreciate good biography, classics, and fiction for leisure-time reading.—*Kentucky Education Association Journal*.

New Jersey

To promote sociability and at the same time to raise money to purchase suitable books for the school library, the Lafayette Parent-Teacher Association of Highland Park sponsored a series of classroom teas. Two of these teas were held each day during the early part of November until all the classes, even the kindergarten, had entertained the mothers and pupils of that particular grade. Invitations and preliminary notices were sent to each parent and a great deal of publicity was given the project in the local newspaper. The sixth grade entertained first so that if necessary the pupils of that grade might assist in the lower grades.

Cakes and tea for the mothers were placed on attractive tables, but the cakes, candy, and ice cream sold to the children were passed around by girls and boys, and were paid for by the pupils with colored strips of paper which they had previously bought. The use of these slips, representing different amounts, from one cent to five cents, saved much time. The parents who attended also presented tickets. These cost ten cents and entitled the bearer to tea and cakes.

Hostesses from the association introduced the parents to one another and to the teachers. Many parents who had never visited the school before became interested.—ANNA G. STULL, Principal, Lafayette School, Highland Park.

CULTURAL ART PROJECTS

Kentucky

The parent-teacher association of the Whittier school in Paducah began to realize the necessity of providing the school with materials and occasions for the promotion of art, music, and the drama. An inventory of the school's material needs was taken and presented to the various committees of the association. The plans made by the committees were presented and adopted at the first meeting of the association last fall. The Finance committee submitted a budget with provisions made to secure some of the necessary equipment. The Program chairman centered the yearly topics around this central idea, in order to keep alive the all-important subject, and to give the children opportunities to participate. Activities were planned for each month, such as a box supper,

a Halloween party, a candy sale, a talent night, a play, and puppet shows. Plans are being made for an art exhibit.

Since the aim of this project was to promote the growth of the cultural arts in the child's life, some contribution has been made each month to the school. Some of the things already provided are poster paints for each room, an interior stage scene for the auditorium, shrubbery and evergreens in the school yard, supplementary readers and dramatic literature, reading and work tables, and play balls and bats. Plans are made to provide the school with supplementary reading materials and a set of songbooks.

In keeping with the aim, many opportunities have been given through the working out of various activities and programs for the development of the musical, artistic, and dramatic tendencies of many children—opportunities which until recently have not been otherwise available. The parents and teachers have enjoyed working together.—MAURINE DUNCAN, *Whittier School, Paducah.*

Alabama

"Living Pictures," in which art masterpieces are reproduced by living models, a regular feature of meetings of the Fairfield, Alabama, Parent-Teacher Association, under the direction of Mrs. O. A. Miller, Art chairman, have made picture study a real and vital thing for the members of the association and pupils of the school. Among the art masterpieces which have been reproduced are Whistler's *Mother*, the *Madonna* by Van Dyke, *Hiawatha's Wedding Journey*, *Evangeline*, and *Pals*. The pictures are also shown at the assembly period of the school. The reproductions in life have been so similar to the original pictures that they have attracted the attention of persons interested in art throughout the state, and numerous requests have been received for their presentation at meetings of other organizations.

Costumes, coloring, posture, and even the smallest details are faithfully reproduced. Subjects for the living pictures are chosen with great care, in order that persons closely resembling the character in the picture may be selected to pose.

A gilded frame 70 inches high, 50 inches wide, and 29 inches deep, with a backdrop of green tarlatan, and indirect lighting, adds to the effectiveness of the pictures. A brief account of the life of the artist and the story of why he painted that particular picture precede the showing of each picture.

Students of Fairfield Senior High School relate the life history of the artist, and students as well as parent-teacher association members have been used as subjects.—MRS. EMILY SIMS, 413-44th Street, Fairfield.

P. T. A. AND RADIO

New York

In the fall of 1932 the P. T. A. of



A living reproduction of "Boy and Rabbit," by Raeburn

the Fox Meadow School in Scarsdale scheduled a discussion meeting to be held the following January on "Children's Interests Outside the School." I was asked to report on children's radio programs. I listened to broadcasts for about a week before I realized that I could never cover the field, that even if I did listen to all the programs I would have no way of knowing which ones attracted our children.

With the cooperation of the principal, Dr. Claire T. Zye, I prepared a questionnaire that was submitted to the children. Each child above the third grade filled out his own questionnaire. The teachers of the lower grades filled out one blank for the whole class, carefully checking with individual children to see if they really listened to the programs they said they did. Because young children tend to be inaccurate, these figures were kept separately. It was interesting, however, to see how closely they followed the reports of the older children. When all of the material had been collated, and we had found out which programs were the most popular in the different grades, the teachers agreed to listen in during the Christmas vacation and

report their criticisms. Children attending two private schools in the neighborhood indicated the same program preferences as Fox Meadow children in their answers to the questionnaire.

This material was presented to the P. T. A. meeting. It was manifest that the programs the children had liked best were not held in high regard by the teachers—and vice versa. After much discussion it was decided to appoint a committee to review radio programs for the remainder of the year, and to have each program reviewed by five women. As may be surmised, the opinion of the parents coincided with that of the teachers, and not with that of the children. One very interesting point had been brought out in the survey—that children listened to many more programs than they actually enjoyed. Here was a possible point of departure toward something worth while. Given tactful handling a child might be induced to leave a poor program for one his parents thought good. Throughout the rest of the year, therefore, mimeographed sheets were sent home through the P. T. A., rating programs and listing them according to the time they came on the air, in order to assist any mother who wished to supervise and direct her child.

It was apparent during the spring that the parents of children in the other public schools of Scarsdale were also concerned with this problem. At this point the Scarsdale Women's Club became interested in our activities. It was able, through enlargement of the committee to twenty-four women, to procure representation from, and contact with, all of the schools, and thus to increase the effectiveness of the work.

While this was all going on there were probably groups all over the country similarly concerned. Perhaps they were not organized; perhaps we were merely lucky in having an inquiring reporter notice our reviews in the *Scarsdale Inquirer*, where they had appeared from the very beginning of our work. At any rate, our committee began to get publicity, and to establish contact with other groups all over the country. Many of the inquiries came from disturbed parents—but most of them came from other P. T. A. groups, eager to know how we were handling the situation. Briefly, our procedure has been as follows:

We try to review programs shortly after they first go on the air. We have had to limit ourselves to programs broadcast over the four large New York stations between the hours of 4 and 9 P.M. (since the original survey

indicated that these were the hours when most children listen). The Scarsdale *Inquirer*, a weekly paper, publishes the reports on five programs at a time, as soon as they are reviewed. Complete lists of the rating of current programs which have been reviewed are posted on the bulletin boards of the three public primary schools of Scarsdale, and on the bulletin board of the Woman's Club, where parents and children may refer to them. These lists are revised from time to time, when necessary.

So matters stood until a few weeks ago when we were asked by the Columbia Broadcasting System to put on a children's program. We had no money to spend on developing a program—no professional script writers or radio artists. But we did feel that we were equipped to put on a program, amateur though it frankly must be, that would represent the type of program to which we would like to have our children listen. Scarsdale is a comparatively small community; our group had worked together for several years and had discussed over 150 programs; we knew quite definitely what we ourselves wanted—though, to be sure, we could not tell whether other parents would feel as we did.

A story written by a teacher in a Scarsdale school was used after having been read by literally "dozens of mothers." It was adapted for radio use by a member of the club. It was decided to present it with amateurs, since it was an amateur program and we desired to avoid the charge that we were trading on the publicity we had received, or were seeking to break into the professional field. We were anxious to see the reaction of children to a program that suited their parents. We also hoped that other parents might feel as we did and make themselves vocal. Unfortunately, the "news" angle became more attractive to some newspapers, and they represented us as trying to put on an "ideal" program. We had, of course, no such illusions. Ours was an effort of parents and teachers to test whether a program satisfactory to our group would meet with the approval of other similar groups and of children.

It is a little early to gauge results. However, compilations of the criticisms of some 1,800 New York City public school children, procured from the Superintendent of Education, and similar material from approximately 400 suburban public school children indicate a generally favorable reception of the program. Communications from over 200 parents were even more encouraging. Perhaps when we have assembled further data we shall attempt to prepare a comprehensive report.—ALMA MARKS ERNST, 2 Reimer Road, Scarsdale.

RECREATION POPULAR WITH P. T. A.'s

Kansas

In response to a long-felt need for supervised, constructive recreation, the City Council of Parents and Teachers of Chanute, supported by eight local Congress units, sponsored a swimming school last June. Other organizations were invited to give financial support to the undertaking.

Each child of grade school age was given the opportunity to enroll in a class for instruction in this sport. Classes were held at the municipal swimming pool and children were enrolled in classes according to grade. So large was the enrolment that each class was divided into small groups of from five to ten children, each group under an assistant instructor, so that each child could have individual help. Every grade was given two hours of instruction each week.

The manager of the pool reduced the entrance fee to the pool from ten to five cents in order to allow as many boys and girls as possible to avail themselves of this opportunity. He cooperated with the parent-teacher group in providing some free suits.—MRS. DEAN M. CARSON, 810 West Main Street, Chanute.

FOR BETTER SCHOOL INSTRUCTION

Arkansas

One hundred and twenty men and women in Faulkner County have enrolled in study groups on parent co-operation in the Arkansas Cooperative Program to Improve Instruction. These groups are being held at Wooster, Enola, Vilonia, Greenbrier, and Conway.

The County Department of Education is cooperating in the program by furnishing a supervisor to lead all discussion groups. An enrolment of 300 is expected since the Faulkner County Council of Parents and Teachers has set as one of the goals for the year, "at least twelve study groups on curriculum changes in the county." Requests are already in the office of the County Department for groups in six more towns.

Reports from the County Department of Education say that both men and women are entering whole-heartedly into the discussions and much interest is shown on the part of both parents and teachers in the five-year program.—MRS. J. H. PENCE, President, Faulkner County Council of Parents and Teachers, Conway, Arkansas.

THE POWER OF EXAMPLE

Texas

Our parent-teacher association has an average membership of about forty

members. We follow programs based on the National objectives but we had not realized we were accomplishing very much until our first meeting last September when a group of Mexicans visited our meeting and presented us with an unsolicited donation of \$12.90. With this gift came the plea that we should teach them so that their children could be like our children and their homes like ours. We accepted the gift and procured the Spanish P. T. A. publications which the Mexicans are now studying under one of their men leaders.

Chilton P. T. A. has been organized since 1916, and since 1918 we have been a Congress unit.—MRS. T. J. ADAMS, Corresponding Secretary, Chilton P. T. A., Chilton.

"GREAT OAKS FROM LITTLE ACORNS GROW"

Tennessee

The beginning "acorn" which started the "two great oaks"—the parent-teacher groups in Pulaski and the county health unit—was an invitation to attend a district meeting of parent-teacher associations in Lynnville in 1924. At that time there were no such associations in Giles County, but the superintendent suggested to mothers of pupils in the local schools that the invitation be accepted and accordingly a hasty organization was perfected and a delegate chosen. The superintendent and a few others accompanied the delegate to the meeting and their interest was aroused by the possibilities along health lines for a parent-teacher group.

In March, 1929, the Pulaski group was visited by a member of the State Department of Health who stressed definite forms of health work which could be accomplished easily through a county health unit. Action was taken immediately by the Pulaski association, and four other parent-teacher groups were organized in the county to permit the formation of a county council in order that the attempt to secure a health unit might be made a countywide project. Working with great energy and persistence and against time, by a very narrow margin of votes the motion to establish a Giles County health unit was won at the July court session, and on October 1, 1929, the unit was established, and work begun.

The growth of parent-teacher work throughout the county has been paralleled by the increasing benefits of the health unit to the schools and citizenship at large. In the first year of the unit's existence, sixty-nine children took part in the Blue Ribbon program, while in the year just ended 1,467 children participated. At present the unit serves some 6,000 school children in the fifty-seven white

and thirty colored schools of the county. Great strides have been made in many kinds of health service with practical results.

The number of parent-teacher associations in the council has been increased to twelve and all are giving their support to health work. At present the associations are sponsoring lunch rooms in the various schools and furnishing lunches in many instances to undernourished and underprivileged children. In addition, members of the parent-teacher groups promote the sale of tuberculosis seals throughout the community.—CARA L. HARRIS, in the Tennessee Parent-Teacher (Adapted).

SALES TAX AS SCHOOL AID

Missouri

The Kansas City Council of Parents and Teachers is urging the passage of the bill in the Missouri legislature providing for a two-cent sales tax so that the school law of 1931 may be financed completely. This school law guaranteed an eight-month school for every school district in the state and provided \$750 for operating expenses, including the salary of the teacher or teachers in each district. The law has been financed only to the extent of 48 per cent of the guarantee. The council believes that the law should be financed completely and is of the opinion that the 2 per cent sales tax offers the best means of financing the school law, providing for emergency relief, and providing also for a tax reduction on real estate.—*The Kansas City Times*.

A LOCAL UNIT OF MANY ACCOMPLISHMENTS

Illinois

The Arthur Dixon Parent-Teacher Association in Chicago has accomplished many worthwhile results during the current year's work, through the efforts of enthusiastic officers and standing committee chairmen. Among them was a health survey of every child in school, whereby 1,450 children were weighed, measured, and examined, a written report sent to each parent, and a record kept for comparative purposes during the next survey.

The Leisure-Time committee has appointed a mother for each grade in school to supervise the leisure-time activities of children of individual groups, resulting in the forming of a reading and story-telling hour for the children in the lower grades. This has received much approval by the children, who attend in larger numbers each week.

Girl Scout, Camp Fire, and Bluebird groups, and a handicraft class have also been successfully organized. Social functions, sponsored by the

Ways and Means committee, have been held to create a friendly and social spirit among the members, as well as to earn money to carry on the work. The membership was increased 100 per cent during the last membership drive, and now totals 854.—MRS. N. BRAUN, *Publicity Chairman*, 8236 Vernon Avenue, Chicago.

PARENT-TEACHER CHORUS BRINGS FAME

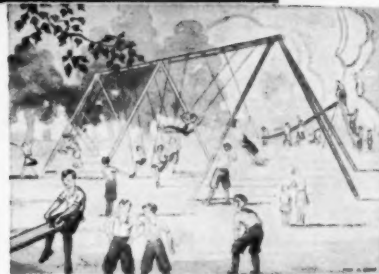
Connecticut

Meriden is most fortunate in having one of the very best mixed choruses for a community of its size in the state. The Meriden City Council of Parent-Teacher Associations which sponsors this chorus feels that it is the most worthwhile project that it has undertaken, for it has brought parent-teacher work to the attention of the general public more readily than anything else. The chorus has established a most excellent reputation throughout the whole community.

Spring and fall concerts were given last year, and a program was also given in May for National Music Week. The splendid cooperation shown at that time demonstrated forcefully the ideals and objects of parent-teacher work.

The chorus is planning to give Fred-eric H. Cowen's "The Rose Maiden" for their spring concert this year.—*The Connecticut Parent-Teacher*.

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CONGRESS COMMENTS

Membership in the National Congress at the close of the fiscal year, April 15, is 1,727,727—a gain of 261,817 over last year's figures of the same date. California leads with 196,959; Ohio is second with 118,055; and Illinois ranks third with 111,531. Other states having large memberships are as follows:

Texas—96,537
Pennsylvania—90,211
New York—90,198

Mrs. M. D. Wilkinson, chairman of the NATIONAL PARENT-TEACHER MAGAZINE and former president of the Washington State Congress, conducted a parent-teacher course at Butler College, Marshall, Texas, April 15 to 19. She attended the Georgia state convention, April 22 to 24, and the National Convention in Miami.

Mrs. H. C. Bradley, President of the Colorado Congress, and Mrs. A. B. Shuttleworth, Fourth Vice-President of the National Congress, will participate in an institute on adult education at the University of Denver, June 18 to 28. A seminar on parent education will be included.

Mrs. B. F. Langworthy, National President, plans to attend the convention of the Hawaii Congress, in Honolulu, May 20 to 23, and will visit other sections of the islands in the interests of parent-teacher work.

Mr. John T. Webner, General Secretary, represented the National Congress at the White House Conference on Social Education, which met May 18 to outline a national program of social education on crime as a community problem.

A syllabus on the parent-teacher movement for use in teacher training institutions, compiled by Frances S. Hays, Information Secretary of the National Congress, will be put into experimental use in a few selected colleges and normal schools next fall.

Miss Frances S. Hays, Information Secretary, attended country conferences, district meetings, and state conventions in South Carolina, New Hampshire, Maine, and Vermont during April and May.

Mrs. Charles E. Roe, Field Secretary for the National Congress, will hold parent-teacher conferences during June and July at the University of Tulsa, Oklahoma, early in June; Kansas State Teachers College, Pittsburg; University of Wichita, Wichita, Kansas, June 17-30; Emory and Henry College, Emory, Virginia, July 1-6; University of Virginia, Charlottesville, July 8-12; University of Florida, Gainesville; Florida State Teachers College for Women, Tallahassee, July 15-27.

The 1935 edition of the *Parent-Teacher Manual*, a guidebook for leaders and members of local parent-teacher associations, made its first appearance at the Miami convention. The *Manual* stresses the program of service of the National Congress and suggests ways of studying local needs as a basis for a broader program of service.

BOOKSHELF

by
WINNIFRED KING RUGG

THERE is a real need for such a book as Winifred E. Bain's *PARENTS LOOK AT MODERN EDUCATION* (New York: D. Appleton-Century, \$2.50). As Dr. Bain has observed, parents are quite generally asking, "What are the schools doing for our children?" and "Why are those things being done rather than some others?" To answer such questions Dr. Bain's book contains a clear, reasonable account of modern school methods as applied to the child from two to fourteen.

One chapter outlines the purposes and practices of the nursery school and comments upon the Federal Emergency Nursery Schools, which on the one hand have made preschool education better known and have done worthy service, but, Dr. Bain points out, on the other hand have lowered the standards for nursery schools by putting a large number of hastily prepared workers in the field.

Kindergartens also have suffered in recent years, largely from a curtailment of funds and reductions of staff, but if school boards and parents would all read Dr. Bain's presentation of the case for kindergartens they would be equipped with arguments for preserving this important form of school service.

A large part of the book is occupied with an explanation of modern elementary school curricula, what the "units of work" are as carried out in progressive schools, why so much attention is paid to the so-called "basic subjects"—the social sciences and the natural sciences—and to the arts, and what means are used for acquiring the tool subjects—reading, writing, grammar, and arithmetic.

The disputed topics of discipline and report cards come under discussion (with mention of reports from home to school as well as those in the usual order), and the value of parent-teacher cooperation is emphasized. The book is well suited to the use of study groups.

A MOTHER DISCUSSES CHILD REARING

Katharine Seabury, author of *THE FUN OF HAVING CHILDREN* (Boston: Lothrop, Lee & Shepard, \$1.75), good-humoredly introduces her subject by saying that it is adventurous of one who is merely a mother to write about bringing up children, when the world is full of child experts; but, as she points out, mothers have the advantage of

knowing their children from all sides, physical, mental, and spiritual. Nevertheless, one cannot help noticing that Mrs. Seabury is a little unsympathetic in her attitude toward "ex-



A beguiling version of Felix the Cat in an old Chinese woodcut. From *Art for Children* by Ana M. Berry

perts." She often speaks of the intelligent and trained mother, but leaves us wondering just where that mother received her training. Was it simply in the school of experience—and of experimentation—with her offspring?

Apart from an inclination to discount scientific treatises on child training and a disposition to generalize, there is much good sense and inspiration to be found in Mrs. Seabury's book, particularly in the chapters re-

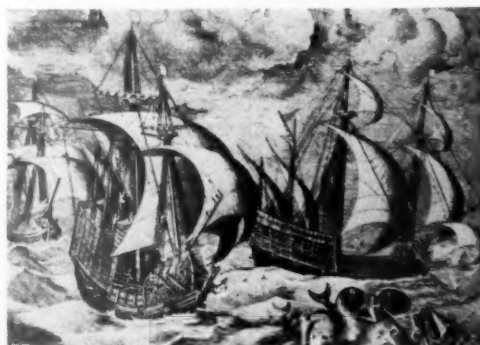
lating to the problems of older sons and daughters—religious life, use of leisure time, love affairs, and marriage. Highly important is her warning that the first essential for success in bringing up a child is the proper adjustment of the parents' personalities before their struggle over the personality of the child begins.

ESTABLISHING HABITS OF BEHAVIOR

It is not often that a book on child training is as definite as *BIG PROBLEMS ON LITTLE SHOULDERS*, written by Carl Renz, psychiatrist, and Mildred Paul Renz, psychologist (New York: Macmillan, \$1.50). The collaborators have taken up a dozen behavior problems and have given specific advice about how to deal with each one, even to the extent of supplying Mother with the very words that she can use in explaining the situation to her small culprit. But let no mother suppose that the book will provide her with any short cut to helping her child form correct behavior habits. There is no such thing as a short cut in that field, the authors insist. Principles cannot be spanked into a child's mind. Earnest effort, patience, self-sacrifice, and intelligence are necessary if a mother would understand her child's problems, see into his mind, provide him with information so as to prevent misunderstandings, and encourage him. The road, as marked out by Dr. and Mrs. Renz, is not short but it is very clear.

BEFORE THE BABY COMES

MODERN MOTHERHOOD, by Claude Edwin Heaton (New York: Farrar & Rinehart, \$2.), is an up-to-date manual for mothers on prenatal care and childbirth. Topics not treated at any length in most older works on this subject but here discussed are anesthesia and analgesia, child spacing and limitation of offspring, the expectant father, and the cost of maternity care. The main thesis of the book is: The problem of maternal welfare in the United States is primarily a social and an economic one. "Expectant parents who are able to avail themselves of the advantages of modern obstetrics may contemplate having a baby with serenity and confidence." Dr. Heaton is well known among the younger obstetricians of New York City.



Breughel did these billowing, fighting warships. From *Art for Children*

Stamp of Merit

The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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BOOKS FOR YOUNG PEOPLE

Appropriate to the season is a magnificent book for bird-lovers, *BIRD PORTRAITS IN COLOR*, the text by Thomas Sadler Roberts and the portraits by six distinguished bird artists (Minneapolis: University of Minnesota Press. \$3.50). The book may have been primarily intended for the use of adults but it is a worthy addition to the library of a nature-loving boy or girl and a good reference book for school and camp libraries. The author is professor of ornithology and director of the Museum of Natural History at the University of Minnesota. The artists are Allan Brooks, dean of American bird painters; Francis Lee Jaques, of the American Museum of Natural History; George M. Sutton, of the staff of Cornell University; Walter A. Weber, recently with the Field Museum in Chicago; Walter G. Breckenridge, of the Museum of Natural History at the University of Minnesota; and the late Louis Agassiz Fuertes. There are ninety-two full-page illustrations in color, containing 295 species; and a description of each bird pictured.

STANDARD BIBLE STORY READERS, compiled by Lillie A. Faris (Cincinnati: The Standard Publishing Co.), give in simplified form many stories from the Old and the New Testament, together with bits of appropriate verse and hymns. There are six of the readers, arranged in order for school grades. The language in the earlier volumes is considerably changed from that of the Bible in order to suit the reading power of little children, but in the later volumes the original dignity and beauty are largely preserved. It is, however, historically confusing to find Old Testament stories inserted among those from the life of Jesus. There are many illustrations in color. Volume I costs 80 cents; volumes II and III, 90 cents; IV and V, 95 cents each; and VI, \$1.

ART FOR CHILDREN, by Ana M. Berry (New York: The Studio Publications, Inc. Cloth, \$3.50; paper, \$2.50), appears in a new edition with all of the original text and illustrations—100 in monochrome and eight in color—and a new preface. This beautiful volume contains a selection of pictures by great artists of all periods and countries, arranged in groups to appeal to children. The first group consists of animals because the first things a child tries to draw are animals. Succeeding groups contain pictures of games and amusements, ships,

illustrations of legends and adventures, angels and fairies, and portraits. They are united by charming and stimulating text.

MUSIC FOR YOUTH, FAMOUS SONGS OF MANY LANDS (Chicago: Albert Whitman. \$1) contains folk songs from England, Scotland, Ireland, Wales, France, Germany, Russia, Poland, Norway, Austria, Finland, and Japan, with a few selections for harmonica and rhythm bands. The compilers are Edgar B. Gordon and Irene Curtis.

BOOKS IN BRIEF

LIGHT FROM ARCTURUS, by Mildred Walker (New York: Harcourt, Brace. \$2.50). Nebraska in the 80's and 90's and one woman's decision to secure culture for her children at any sacrifice.

RESTLESS DAYS, by Lilo Linke (New York: Knopf. \$3). A German girl's account of her life during the war and afterwards, and particularly of the Youth Movement.

REMINDERS FOR PARENTS

THE DRIFTING HOME, by Ernest R. Groves (Boston: Houghton Mifflin. \$1.75). A book eight years old but as good as new on the subject of parents' problems in a new age.

WOMAN'S DILEMMA, by Alice Beal Parsons (New York: Crowell. \$2.50). How a woman can keep a job and make a home.

RICHARD KANE LOOKS AT LIFE, by Irwin Edman (Boston: Houghton Mifflin. \$2.50). A philosophy for youth, expressed with much beauty.

COMING IN JULY

The Circus Comes to Town

by Hugh Grant Rowell, M.D.

A well-known doctor and university professor forsakes his vocations for his avocation, the circus, about which he writes charmingly, enthusiastically, and—yes—with wise advice on how children, and their elders, can get something from the circus in addition to fun.

Your Second Spring

by Anne Frances Hodgkins

"A woman's as young as she looks." And this article tells how you can look young, feel young, and stay young and healthy with your children.